DOCUMENT RESUME

ED 048 800 FL 002 155

TITLE	French: Foreign Language Curriculum Guide, Grades 7-12.
INSTITUTION	Farmington Board of Education, Conn.
PUB DATE	66
NOTE	144p.; Preliminary version
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Audiolingual Methods, Autoinstructional Aids, Basic Skills, Continuous Progress Plan, *Curriculum Guides, Evaluation Methods, *French, Instructional Materials, *Language Instruction, Language Skills, Language Tests, Modern Languages, Nongraded Classes, *Nongraded System, *Secondary Schools, Second Language Learning, Self Actualization, Teaching Methods

ABSTRACT

This curriculum guide, developed for an ungraded language program at the secondary school level, allows for a steady progression of skills from unit to unit. Based on the audiolingual approach to language instruction, the guide is divided into four sections: (1) concepts to be taught, (2) references to instructional materials, (3) special suggestions for teaching procedures, and (4) evaluation techniques. Taped materials are correlated to lessons throughout. Use of the curriculum guide, five preliminary lessons, and 24 lessons are included in the level 1 materials. The second level of instructional materials, based primarily on the text "Le Francais Vivant" (level 2), contains 24 units. Remarks with examples on testing the four skills are provided. (RL)

ED048800

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FRENCH

Foreign Language Curriculum Guide
Preliminary Version
Grades 7 - 12

A Noah Wallace Fund Experimental Center Project
Farmington Public Schools
Farmington, Connecticut
Summer, 1966

FL 002 155

FARMINGTON TOWN BOARD OF EDUCATION

Mr. John H. Filer, Chairman
Mr. Ralph F. Fabrizio
Mr. William A. LaPointe
Mr. Paul Menzel
Mrs. Ralph V. Westerberg, Secretary
Mr. J. Richard Pandora
Mrs. Jeremiah W. Sheehan
Mrs. R. Graeme Smith
Mr. William N. Wixon

NOAH WALLACE INCOME FUND ADVISORY COMMITTEE

Mr. James Bishop
Mrs. Arthur Deming
Mr. Ralph F. Fabrizio
Mr. John Filer
Mr. Francis Hatch
Mr. Alfred Mikitas
Mrs. R. Graeme Smith
Mr. Adrian Wadsworth
Mrs. Ralph V. Westerberg
Mrs. Norman C. White

ADMINISTRATION, FARMINGTON PUBLIC SCHOOLS

Superintendent

Dr. John A. Santini

Assistant Superintendent

Mr. John P. McDonough

Coordinator of Instruction

Miss Joan D. Kerelejza

Business Administrator

Mr. Andrew Lesiak

Principals

Mr. Nelson F. Ashline
Mr. George T. Bennett
Mr. John McManama
Mr. M. Edward Sullivan
Mr. Eugene J. Voll

FOREIGN LANGUAGE CURRICULUM STUDY

1963 - 1966

WRITING COMMITTEE

Mr. Frederick Burkhardt
Mr. Thomas Crane
Mrs. Anne Lewis
Miss Celeste Masi

STUDY COMMITTEE

Mr. Frederick Burkhardt
Mr. Thomas Crane
Mr. Dario Diorio
Mrs. Doris Harwe
Mrs. Anne Lewis
Miss Celeste Masi
Mr. Joseph Sonntag
Mrs. Lucille Zimnotch

The members of the committees wich to express their appreciation to the Noah Wallace Income Fund Advisory Committee and to the Farmington Town Board of Education for making possible the completion of this project. We also wish to thank Miss Joan Kerelejza, coordinator of instruction, for her guidance in this curriculum study.

TABLE OF CONTENTS

Foreward i
Using the Curriculum Guide ii
Preliminary Lesson I 1
Preliminary Lesson II 5
Preliminary Lesson III 8
Preliminary Lesson IV 11
Preliminary Lesson V 14

French Level I

Lesson 1. 17
Lesson 2. 19
Lesson 3. 21
Lesson 4. 23
Lesson 5. 25
Lesson 6. 27
Lesson 7. 29
Lesson 8. 31
Lesson 9. 33
Lesson 10 36
Lesson 11 39
Lesson 12 41
Lesson 13 45
Lesson 14 48
Lesson 15 51
Lesson 16 53
Lesson 17 55
Lesson 18 57
Lesson 19 59
Lesson 20 61
Lesson 21 63
Lesson 22 65
Lesson 23 67
Lesson 24 69
Teacher's List of Ma terials 71

French Level II

Introduction to French Curriculum Guide 73
Supplemental Materials 75
Reference Books 77
Unit I. 78
Unit II 80
Unit III 82
Unit IV 84
Unit VI 88
Unit VII. 90
Unit VIII 94
Unit IX 98
Unit X. 100
Unit XI 104
Unit XII 106
Unit XIII 108
Unit XIV 110
Unit XV 112
Unit XVI 114
Unit XVII 116
Unit XVIII 118
Unit XIX 120
Unit XX 122
Unit XXI. 124
Unit XXII 126
Unit XXIII 128
Unit XXIV 130
Appendix A - Test the Four Skills 132

FOREWORD

This guide represents the culmination of over three years of study of the foreign language program in the secondary schools. The group faced the difficulties of changes in staff, large numbers of students, inadequate laboratory facilities, variations in texts and insufficient time allotments. As a result, overcoming these rather formidable obstacles creates something of the exuberance of une grande victoire.

With nongrading on the secondary level imminent, the writing committee planned the guide to allow for a steady progression of skills from unit to unit. Students of all abilities will be able to continue the study of French or Spanish as long as they have an interest. Language study remains open to every student, not just to a select few.

The program is based on the audio-lingual approach. The guide itself is divided into four sections: concepts to be taught, references to instructional materials, special suggestions for teaching procedures and evaluation techniques. Taped materials are correlated to lessons throughout. A separate script of the tapes in use in the program is available. To aid in revision, teachers are asked to annotate their own copies of the course of study.

The foreign language teachers should be lauded for their patience and forbearance as well as for the excellence of the material found in this guide.

For the Committee

Joan D. Kerelejza

USING THE CURRICULUM GUIDE

UNGRADED INSTRUCTIONAL PROGRAM

The concept of an ungraded foreign language instructional program on which this curriculum guide is based is new and challenging. It is hoped that it will enable all students who elect to study French and Spanish to find a measure of successful achievement in such pursuit Within its framework of units and levels, a student's progress can be paced at a rate which is best for him. Methods of evaluation of his progress have been carefully indicated in the guide.

ELECTION OF FOREIGN LANGUAGE AND STUDENT PLACEMENT

The foreign language program consists of sic years of instruction, with students having the option of beginning their study in the seventh, ninth, tenth or eleventh grade. The student has a double election at the end of the sixth grade. He may or may not elect to take a foreign language; he may elect French or Spanish. Readiness for foreign language study should be judged by elementary school achievement in English and social studies and by maturity level. Students should be advised by their sixth-grade teachers and guidance personnel as to their readiness.

Progress and achievement determine whether or not a student should continue in the foreign language program at the eighth grade. Teacher evaluation of a student's performance is of vital importance here. It is often profitable for a student to wait a year or two and begin the material again. Continuance in the high school should be with placement at the unit and year in the student's on-going foreign language experience at which he finds himself. Under this ungraded program, the student may complete large units of work at different times during the school year in accordance with his ability.

Students should be encouraged to plan at least a three-year sequence if they elect to begin the study of foreign language at the high school. Learning to speak is time consuming and unless more than two years are planned, their ability to read and especially to write will be seriously underdeveloped.

COLLEGE ENTRANCE CREDITS

The problem of college entrance credits under the ungraded program can best be met by indicating on the transcript that the student has successfully completed a number of levels (level in this sense is to be defined as the equivalent of one year's work under the traditional programs) of French or Spanish rather than the number of years he has studied the language. A good evaluation of such progress through the levels is the MIA Cooperative

Modern Language Tests in the basic four skills. Standings on these tests, based on national norms, is valuable information for college admissions officers in evaluating credit in foreign language and should be part of the transcript.

BASIC CONVICTIONS

The following convictions form a basis for this Curriculum Guide:

1. French and Spanish are of immediate practical and cultural value in the curriculum of the Farmington Public Schools in that they:

a. meet the practical need of introducing the culture of the French and Spanish speaking peoples to the student so that he can learn first hand about groups of people who are members of foreign language speaking minority groups in his own community, state and nation, or who are members of nations which are near neighbors of the United States as well as part of the United Nations community;

b. prepare those students who will enter commercial areas of world trade with a language background and understanding of economics and cultural patterns which will aid him in this pursuit;

c. provide the necessary preparation for advanced work and admission requirements in foreign language at colleges and universities.

2. The foreign language must LIVE for the student if it is to justify its place in the curriculum. To be ALIVE it must be adtive, interesting, and challenging in spirit. The student must be able to see his progress and the value of his study if it is to maintain his interest.

3. A student will achieve best in a program which proceeds at his rate of learning. He is not discouraged in a program in which he is not held back by slower-learning students or unnecessarily challenged beyond his ability by faster-learning students.

METHODS USED

The method adopted for use in the Farmington Public Schools is that which was formerly called the "audio-lingual" and which perhaps could be better named "basic skills," since all four skills are to be developed during the language experience of the student.

At first the approach is completely oral, with the student learning to comprehend the spoken word (listening skill) and responding to it with oral utterances which have meaning both to speaker and hearer (speaking skill). When evaluative techniques indicate that the student is ready for the third basic skill, that of reading comprehension (reading skill), he is introduced to the textbook and begins by reading material he has already mastered in the listening and speaking stages of learning. The fourth skill, that of writing (writing skill), is developed progressively through various means which are described later in this guide.

LANGUAGE OF THE CLASSROOM

The language of the classroom is that which is being learned. For clarity and understanding, an occasional English meaning may be given; however, care is to be taken not to allow classes to deteriorate into sessions in English.

GRAMMAR

Grammatical patterns, a tool basic to the mastery of the basic four skills, are taught by practice drills and laboratory sessions in which imitation, repetition and variation insure familiarity and mastery of the speech habit. Explanations of grammar are often confusing to the student and are postponed until the pattern has been controlled by the student, in some instances many units or levels later.

LABORATORY DRILL

Laboratory drill is an important part of the language learning experience. The student's active participation in laboratory sessions, whether he is recording or not, is a critical point to be insisted upon by the teacher. Passive listening without mouthing the sounds in careful imitation is of little value. In structural drills the student should be encouraged to anticipate the correct model, listen to it, and then repeat it again. It is often advisable to give visual aid by using an overhead projector, filmstrip, or film to insure learning with meaning rather than "parrotting" of material.

VISUAL AIDS

Visual aids form a very necessary part of the course. The overhead projector offers many opportunities for presentation of visual cues to match oral drills and responses. Realia in the form of objects, models, pictures and materials gathered from the French and Spanish speaking countries add interest and variety. This storehouse of teaching aids and materials should be continually improved.

PRONUNCIATION

While specific references are made to certain pronunciation patterns in the units following, the oral command of the sound structure of the language must be constantly refined and improved. The teacher should correct glaring errors, but not at the expense of fluency. The student should be encouraged to speak; he may be discouraged by persistent interruption of speech patterns for minor mistakes.

MLA COOPERATIVE FOREIGN LANGUAGE TESTS

The MLA Cooperative Foreign Language Tests are used as an evaluating device to enable the teacher to judge the student's progress and to determine areas for restudy. Forms LA and LB are given near the end of level one, the end of level two, and at the half-way mark in level three. Forms MA or MB are given near the end of level three, the end of level four, and the end of level five. These cooperative tests are used diagnostically and not for grading purposes. Other quizzes and tests are written by teachers or adapted from suggestions in the specific publisher's Teacher's Guide for the textbook being used.

TESTING TECHNIQUES

Suggestions for testing the four skills, prepared for methods classes at Central Connecticut State College, are repeated in Appendix A as a guide for teachers in preparing quiz and test materials.

Unit tests should be uniform and alike for each unit taught. As the staff prepares such tests, strict security of them will be required, since only when we can use an evaluative instrument over several years do we have the necessary knowledge to judge progress on the part of students. Teachers will wish to return tests for class review, but should be certain to collect and store them after such review.

ROLE OF THE TEACHER

It must be emphasized that the key to successful teaching is the classroom teacher. He is an individual, as each student is an individual. It is hoped that as a creative individual the teacher will develop a multiplicity of methods and means to lead his students to successful learning experiences. This guide is to give direction to the foreign language program for continuity and coordination, and should not deter a teacher from individualistic practices so long as they are coordinate with its broad framework and basic method. We ask that members of the foreign language staff communicate their new ideas and practices, with an aim to constant revision of this guide, to keep it current and of value.

Frederick R. Burkhardt
Resource Teacher
Grades 7 - 12, Modern Foreign Languages

ATTENTION: PRELIMINARY LESSON I PRE-TEXT LESSON

UNIT I

L'ARRIVÉE À L'ÉCOLE

(ON FRAPPE À LA PORTE)

PROFESSEUR DIT: ENTREZ.

(L'ÉTUDIANT OUVRE LA PORTE ET ENTRE DANS LA SALLE DE CLASSE.)

PROFESSEUR DIT: BONJOUR MON AMI.

L'ÉTUDIANT: BONJOUR MONSIEUR. (MADAME, MADAMOISELLE)

PROFESSEUR DIT: COMMENT ALLEZ-VOUS?

L'ÉTUDIANT: TRÈS BIEN, MERCI. ET VOUS?

PROFESSEUR: MOI, JE VAIS BIEN AUSSI, MERCI BEAUCOUP.

(RÉPÉTEZ AVEC UN OU DEUX ÉTUDIANTS. PUIS TOUTE LA CLASSE)

VARIÉTÉS:

PROFESSEUR DIT: FAITES COMME MOI.

LEVEZ-VOUS (LES ÉTUDIANTS SE LÈVENT)

ALLEZ À LA PORTE. (UN ÉTUDIANT VA À LA PORTE)

OUVREZ LA PORTE. (UN ÉTUDIANT OUVRE LA PORTE)

SORTEZ. (UN ÉTUDIANT SORTE DE LA CLASSE)

FRAPPEZ À LA PORTE. (UN ÉTUDIANT FRAPPE À LA PORTE)

OUVREZ LA PORTE. (UN ÉTUDIANT OUVRE LA PORTE)

ENTREZ. (UN ÉTUDIANT ENTRE DANS LA SALLE DE CLASSE)

ALLEZ À VOTRE PLACE. (UN ÉTUDIANT VA À SA PLACE)

ASSEYEZ-VOUS. (UN ÉTUDIANT S'ASSIED)

COMPTONS UN PEU:	ZÉRO	UN	DEUX	TROIS	QUATRE	CINQ
	0	1	2	3	4	5
	SIX	SEPT	HUIT	NEUF		
	6	7	8	9		

COMPTONS: de zéro à neuf

de neuf à zéro

PRELIMINARY LESSON Concept To Be Taught	PRE-TEXT LESSON I References
BASIC CONCEPTS: To introduce the sound system with a little conversation. To establish the habit of careful listening and attention. To formulate patterns of stimulus and response, question and answer.	PETITES CONVERSATIONS by Julian Harris and Hélène Monod - Cassidy. D.C. Heath publisher. Leçon 1. *Cours de Langue et de Civilisation françaises* par Mauger. Librairie Hachette page 11, Dialogue. LE FRANCAIS VIVANT, I by Louise Couture. Charles Merrill & Co. Lecon 1. LE FRANCAIS PAR LA MÉTHODE DIRECTE. Premier Livre. Robin et Bergeaud. Librairie Hachette. Leçon 2

Special Comments	Evaluation
NOTE: This brief introductory dialogue should be memorized by each student and it should become a part of the daily routine and warm-up in the class. CAUTION: Explain meaning in English in advance. Repeat as often as necessary to insure each student's grasp.	AURAL--LINGUAL Each student should be able to carry on this simple conversation with the teacher and as soon as possible be directed to carry on the conversation with each other.

4/5

ATTENTION: PRELIMINARY LESSON II PRE-TEXT LESSON

UNIT II

QUI EST-CE?

(DANS LA CLASSE DE FRANÇAIS)

PROFESSEUR: BONJOUR, MES AMIS.

LES ÉTUDIANTS: BONJOUR MONSIEUR, (MADAME, ou
Madamoiselle)

PROFESSEUR: COMMENT ALLEZ-VOUS?

LES ÉTUDIANTS: TRÈS BIEN, MERCI. ET VOUS?

PROFESSEUR: JE VAIS BIEN, MERCI BEAUCOUP.

(professeur à un étudiant)

PROFESSEUR: COMMENT VOUS APPELEZ-VOUS?

UN GARÇON: JE M'APPELLE HENRI.

UNE FILLE: JE M'APPELLE MARGOT.

(le professeur montre un étudiant et il demande à un autre étudiant)

PROFESSEUR: COMMENT S'APPELLE-T-IL?

UN ÉTUDIANT: IL S'APPELLE HENRI.

PROFESSEUR: COMMENT S'APPELLE-T-ELLE?

UNE ÉTUDIANTE: ELLE S'APPELLE SUZANNE.

COMPTONS UN PEU: DIX ONZE DOUZE TREIZE QUATORZE
10 11 12 13 14
QUINZE SEIZE DIX-SEPT DIX-HUIT
15 16 17 18
DIX-NEUF VINGT
19 20

NOUS FAISONS UN PEU DE MATHÉMATIQUE:
PROFESSEUR: COMBIEN FONT DEUX ET DEUX?
UN ÉTUDIANT: DEUX ET DEUX FONT QUATRE.
PROFESSEUR: COMBIEN FONT TROIS ET QUATRE?
UN ÉTUDIANT: TROIS ET QUATRE FONT SEPT.
CONTINUONS AVEC LES AUTRES NOMBRES.

PRELIMINARY LESSON PRE-TEXT LESSON II

Concept To Be Taught

BASIC CONCEPT: The associations of the new sound of French with names of individual students.

To expand the association of sounds with new combinations of letters in varying situations.

To aid in learning the new sounds, intonations and pronunciations.

References

LE FRANÇAIS VIVANT, I.
Louise Couture. Charles Merrill Books, Inc.
Leçon 1, page 1.

PETITES CONVERSATIONS
Julian Harris and Hélène Monod-Cassidy. D. C. Heath, publisher. Lecon 3

LE FRANÇAIS PAR LA MÉTHODE DIRECTE. Robin et Bergeaud. Librairie Hachette.
Lecons 1-3.

ALM - LEVEL ONE, Unit 1.
Directed Dialog, page 8.

ÉCOUTER ET PARLER, pages 6-9
Conversations 1, 3, 4, 6.
(authors: Côté, Levy, O'Connor)
(publisher: Holt, Rinehart, & Winston)

NEW FIRST-YEAR FRENCH.
O'Brien and LaFrance.
Ginn & Co. pages 11-12

SOURCES OF LISTS OF FRENCH NAMES FOR BOYS AND GIRLS:

FRENCH I. O'Brien, LaFrance, Brachfeld, and Churchill.
Ginn & Co. pages xxx,xxxi.

ÉCOUTER ET PARLER. Se inside of back cover for list of names.

Special Comments

NOTE: The use of French names for each student gives the individual a personal interest in correct pronunciation of his own and other names. This encourages careful listening and imitation of the model voice which produces the sound. This is one of many ways of developing the fundamental habits for language learning.

NOTE: Lists of French manes are to be found in various texts and on records.

NOTE: SHIRT CARDBOARDS or other stiff paper can be used to make name cards for each student. This is a method of identification of each student in the early days of class meetings.

NOTE: An orderly method of giving out the name cards and the storing of the cards by class for further use should be determined by the class and the teacher.

Evaluation

Each student should be able to ask and answer questions concerning his name and that of other students in the class.

Each student should respond to French greeting with French.

Each student should be able to repeat these first sounds with accuracy of rhythm and intonation.

PRELIMINARY LESSON III
OÙ ÊTES-VOUS?

(LA CLASSE DE FRANÇAIS COMMENCE LE MATIN)

PROFESSEUR: BONJOUR, MES ÉTUDIANTS

LES ÉTUDIANTS: BONJOUR, MADAME (ou Monsieur, ou Madamoiselle)

PROFESSEUR: COMMENT ALLEZ-VOUS?

UN GARÇON: TRÈS BIEN, MERCI. ET VOUS?

PROFESSEUR: MOI, JE VAIS BIEN. MERCI BEAUCOUP. COMMENT VOUS APPELEZ-VOUS?

UN GARÇON: JE M'APPELLE JACQUES. ET TOI, MON AMI, COMMENT T'APPELLES-TU?

UN GARÇON: JE M'APPELLE HENRI. OÙ ÊTES-VOUS, MON AMI JACQUES?

JACQUES: JE SUIS DANS LA CLASSE DE FRANÇAIS. ET VOUS, MON AMI. OÙ ÊTES-VOUS?

HENRI: MOI AUSSI, JE SUIS DANS LA CLASSE. ÊTES-VOUS À L'ÉCOLE?

JACQUES: JE SUIS À L'ÉCOLE, MOI AUSSI.

(À TOUTE LA CLASSE)
PROFESSEUR: FAITES COMME MOI.
MOI, JE ME LÈVE. QUE FAITES-VOUS? MARGOT?

MARGOT: MOI, JE ME LÈVE

PROFESSEUR: MOI, J'OUVRE LE LIVRE. QUE FAITES-VOUS, ADÈLE?

ADÈLE: MOI, J'OUVRE LE LIVRE, AUSSI

PROFESSEUR: MOI, JE FERME LE LIVRE. QUE FAITES-VOUS, JEAN?

JEAN: MOI, AUSSI, JE FERME LE LIVRE.
PROFESSEUR: MOI, J'OUVRE LA PORTE. QUE FAITES-VOUS, MARIE?
MARIE: MOI, J'OUVRE LA PORTE, AUSSI.
PROFESSEUR: MOI, JE FERME LA PORTE. QUE FAITES-VOUS, MAURICE?
MAURIFE: MOI, AUSSI, JE FERME LA PORTE.
PROFESSEUR: TRÈS BIEN MES AMIS. MAINTENANT, TOUTE LA CLASSE, ENSENBLE. FAITES COMME MOI: LEVEZ-VOUS. ASSEYEZ-VOUS. OUVREZ LES LIVRES. FERMEZ LES LIVRES. OUVREZ LA PORTE. FERMEZ LA PORTE. C'EST TOUT. LA LEÇON EST FINIE. AU REVOIS À DEMAIN.
LES ÉTUDIANTS: AU REVOIR À DEMAIN, PROFESSEUR.

Special Comments	Evaluation
NOTE: The use of the interrogative form here as the stimulus for response may be noted by the teacher as an opportunity to have the students practice asking the question as well as making the answer.	Students should demonstrate understanding of the elements of this dialogue by being able to accept directions to do these things and do them correctly as directed. Later each student should have the ability to direct the performance of these actions by other students.

PRELIMINARY LESSON

Concept To Be Taught

BASIC CONCEPT:

TO NAME WHAT WE ARE DOING, to suit the word and the action.

Simple actions which are common to the classroom are carried out and described in French.

Simple commands for actions suitable to the classroom are given to the student. Each student has an opportunity to demonstrate his understanding of the spokem word by doing what he can also say he is doing.

To continue the establishment of the sound system and its association with specific ideas, actions and words.

To establish good habits of careful attention to instructions.

To establish the use of the target language in the classroom in all situations.

PRE-TEXT LESSON III

References

LE FRANÇAIS PAR LA MÉTHODE DIRECTE. ROBIN ET BERGEAUD
Librairie Hachette. Leçon 4.

NEW FIRST-YEAR FRENCH.
O'Brien and LaFrance. Ginn & Co. Leçon 2, page 10

ALM--FRENCH, LEVEL ONE.
Harcourt, Brace & World
UNIT I, page 8
Directed Dialog.

LE FRANÇAIS VIVANT, I.
Louise Couture. Charles Merrill Books, Inc.
Leçon 1, pages 2,3
Leçon 2, page 9

PRELIMINARY LESSON IV

QUE FAISONS-NOUS?

NOUS ARRIVONS À LA CLASSE DE FRANÇAIS.

NOUS REGARDONS LE PROFESSEUR DANS LA SALLE DE CLASSE.

NOUS FRAPPONS À LA PORTE.

PROFESSEUR: ENTREZ, MES AMIS. BONJOUR.

NOUS DISONS BONJOUR AU PROFESSEUR.

PROFESSEUR: ALLEZ À VOS PLACES, S'IL VOUS PLAÎT. ASSEYEZ-VOUS.

NOUS ASSEYONS-NOUS. NOUS DISONS, MERCI, MONSIEUR.

NOUS REGARDONS LE TABLEAU. NOUS LISONS UNE DICTÉE DEMAIN.

VOILÀ LA DICTÉE:

> BONJOUR, MES AMIS.
>
> COMMENT ALLEZ-VOUS?
>
> JE VAIS BIEN, MERCI.
>
> ET VOUS, MONSIEUR?
>
> TRÈS BIEN, MERCI.
>
> ET VOS PARENTS?
>
> ILS VONT BIEN, AUSSI, MERCI.

NOUS ÉCRIVONS LA DICTÉE. NOUS RÉPÉTONS. NOUS APPRENONS.

NOUS PRONONÇONS LES VOYELLES DE FRANCAIS (ɛ) (a):

FRANÇAIS
FERMEZ
L'EXERCICE
JE METS

LA TABLE
LA PAGE
REGARDEZ
VOILÀ

NOUS DISONS AU REVOIR À DEMAIN AU PROFESSEUR. MERCI, MONSIEUR.
NOUS SORTONS DE LA CLASSE.

NOUS FERMONS LA PORTE.

NOUS RENTRONS DANS LA CLASSE DE FRANÇAIS DEMAIN.

NOUS ALLONS PRÉPARER LA PREMIÈRE DICTÉE DANS LA CLASSE DE FRANÇAIS.

PRELIMINARY LESSON IV PRE-TEXT LESSON

Concept To Be Taught

BASIC CONCEPTS:

To aid the students to make the transfer from the spoken to the written word without the loss of the grasp of the sound system.

To continue the use of the exercise which is directed toward the coordination of sound and word symbol with action or activities meaningful to the classroom.

To continue the use of French in the classroom in all situations.

The presentation of the dictation on the blackboard or by other means as an audio-lingual "reading," stressing correct pronunciation.

To stress the need of repetition of careful pronunciation to insure the continued grasp of the sound system.

To copy carefully the French word including accent marks, the first and continuing activity in the learning of the French language.

References

LE FRANÇAIS VIVANT, I by
Louise Couture. Charles
Merrill Books, Inc.
Leçon 1, page 3.

NEW FIRST-YEAR FRENCH.
O'Brien and LaFrance.
Ginn and Co.
Leçon 3, page 21

FRENCH I. O'Brien, La
France, Brachfeld and
Churchill. Ginn and Co.
Première Leçon, page 3.
Deuxième Leçon, page 21.

COURS DE LANGUE ET DE CIVILISATION. Mauger.
Librairie Hachette.
Dictées, page 11.
Leçon 10, les verbes, p.24

Teacher's Manual
ALM - FRENCH - LEVEL ONE
Harcourt, Brace & World.
Pronunciation Drills,
p. 45.

Special Comments

NOTE: The teacher should write the dictation on the board before the class arrives.

NOTE: The use of the "dictée" may be limited to repeating, reading and repeating, or it may be used for copying and dictation.

NOTE: The students should be asked to copy the exercise five times without error.

NOTE: Pronunciation exercises may be extended to other sound and letter combinations.

NOTE: Students should be asked to write "dictée" at the top of their papers.

NOTE: Students should be taught that their writing exercises will be graded strictly, since a degree of accuracy should be attained.

Evaluation

Students should be able to respond to questions with both the "je" form and the "nous" form of the verbs.

Individual check should reveal whether students have comprehended this question-response exercise.

The dictation may be used for individual repetition to check on individual pronunciation and response to the sound system.

The teacher may check on the individual copying of the student to see what degree of accuracy was obtained.

Students should check their own finished dictations for errors, marking errors and correcting at once from the model on the blackboard.

PRELIMINARY LESSON - PRE-TEXT LESSON V

QUE FAITES-VOUS?

(LES EXPRESSIONS DANS LA CLASSE)

PROFESSEUR: BONJOUR, JEAN. COMMENT VAS-TU AUJOURD'HUI?

JEAN: BONJOUR, MON PROFESSEUR. JE VAIS BIEN, MERCI.
ET VOUS?

PROFESSEUR: JE VAIS BIEN AUSSI. MERCI. ET TES PARENTS?

JEAN: MERCI, MONSIEUR. MES PARENTS? ILS VONT BIEN, MERCI.

PROFESSEUR: QUE FAITES-VOUS?

JEAN: J'ARRIVE À LA CLASSE. JE FRAPPE À LA PORTE.
J'OUVRE LA PORTE. JE DIS, BONJOUR À MON PROFESSEUR
DE FRANÇAIS.
JE RÉPONDS À LA QUESTION, COMMENT VAS-TU?

PROFESSEUR: BON! ÉCOUTEZ-VOUS?

JEAN: OUI, J'ÉCOUTE.

PROFESSEUR: PARLEZ-VOUS FRANCAIS?

JEAN: OUI, je parle francais.

PROFESSEUR: répètez-vous après moi?

JEAN: OUI, monsieur, je répète après vous.

PROFESSEUR: RÉPONDEZ-VOUS aux questions?

JEAN: OUI, monsieur, je réponds aux questions.

PROFESSEUR: COMPTEZ-VOUS en français?

JEAN: OUI, MONSIEUR, je compte:

un, deux, trois, quatre, cinq, six à vingt

PROFESSEUR: REGARDEZ-VOUS le tableau?

JEAN: OUI, je regarde le tableau.

PROFESSEUR: LISEZ-VOUS la dictée?

JEAN: OUI, j'ecris la dictée.

PROFESSEUR: FAITES-VOUS des fautes dans la dictée?

JEAN: OUI, je fais deux fautes.

PROFESSEUR: AU REVOIR À DEMAIN.

PRELIMINARY LESSON

PRE-TEXT LESSON V

Concept To Be Taught

BASIC CONCEPT:

The aim of all language learning is communication.

The conversation between the student and teacher may be a kind of guide to the sort of classroom exercise which will aid the learning of the student and the establishment of good habits of communication for the whole class.

REFERENCES

LE FRANCAIS VIVANT, I
by Louise Couture.
Charles Merrill Books,Inc.
Leçon 2, page 10.

NEW FIRST-YEAR FRENCH
O'Brien, LaFrance. Ginn & Co.
Troisième Leçon, page 21.

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill.
Ginn & Co.
Première Leçon, page 3.

PETITES CONVERSATIONS,
Teachers' Guide. Preface and Introduction.

ALM - FRENCH - LEVEL ONE
Harcourt, Brace and World
UNIT IV. Page 1.

COURS DE LANGUE ET DE CIVILISATION I. Mauger.
Librairie Hachette.
Leçon 13, page 32.

PETITES CONVERSATIONS.
Edition with Teachers' Guide by Julian Harris and Hélène Monod-Cassidy.
D.C. Heath & Co., Boston.

Special Comments	Evaluation
NOTE: The teacher may use this oral exercise to provoke responses from individual students and then direct students to ask questions of each other.	Estimate by question and answer the comprehension of the student. Make an effort to ascertain the students' grasp of the meaning of the verbs used in oral exercise by the methods of demonstrations. Reading of the "dictée" from the blackboard may be used to check on pronunciation. Require the student to respond to question with more than one form of the verb.

FRENCH I--LESSONS 1-6

Concept To Be Taught	References
FIRST LESSON	
Use of subject pronouns by:	
(a) aller	(a) O'Brien & LaFrance, page 146
(b) être	(b) Harris & Leveque
Simple Imperatives (Continuation of oral phase)	ALM Unit 1 (work with directed responses) Harris & Levêque, page 3
Greetings and leave taking (Continuation of oral phase)	Harris & Levêque pages 1-2 Écouter et Parler pages 2-9
Numbers to 10	Dale & Dale, pp. 11-17 Mauger I, page 4

Special Comments	Evaluation
Use of verb aller for questions of health.	Student should be able to make simple changes rapidly and accurately.
Try to introduce the verb forms orally with books closed. Discuss spelling difficulties to try to anticipate them. Drill tu and vous as in Teacher's Guide.	This can best be observed over a period of time as they follow instructions in French. Pupils having difficulty can be singled out after a few days and proper steps taken.
Have students carry out simple situations, as directed, preferably during the warm-up period.	Students should be able to ask suitable questions as well as to supply appropriate answers.
Introduce the numbers orally later going from student to student having them supply the next number. When some mastery has been attained start simple arithmetic, progressing to the more dificutl. Check Teacher's Guide for note on pronunciation of cinq, six, huit and dix followed by nouns.	Spellings should be learned for these simple numbers. Testing should be in writing from Arabic numbers, as well as supplying the missing number in short series.

Concept To Be Taught	References
LESSON TWO	
Verb avoir (present tense)	Mauger I, page 21 Mauger I, recording on Disc 1
Articles	
a. (definite)	Mauger I, (a) pp. 6-7
b. (indefinite)	(b) pp. 4-5
	O'Brien & LaFrance (a) page 64 (b) pages 22-3
	Teacher's Guide of Français Vivant (a) pages 16 for le and les (b) Same
Interrogatives	
(a) with est-ce que	Mauger I, pages 1-7
(b) with inversion of subject pronoun and verb	O'Brien and LaFrance (a), (b), and (c)
(c) with interrogative words	

Special Comments	Evaluation
This verb must be mastered as soon as possible.	Test mastery by converting sentences from singular to plural and in reverse.
Close attention should be given to these forms since the le and les sounds are commonly confused. Demonstrate linking with oral drills, then proceed to written exercises. Give close attention to the meaning and use of des.	It is suggested that a short written test be given using simple responses. NOTE This should help to point out to students the extreme importance of learning the gender of all nouns.
Use verb forms which begin with a vowel as well as those with consonants. Stress the replies of: C'est and Ce sont.	Have students copy short sentences changing them to and from interrogatives.

Concept To Be Taught	References
LESSON TWO (CONTINUED)	
numbers from 11 to 20	Dale & Dale, page 26
LESSON THREE	
(a) possessive adjectives	Mauger I, pages 22-3 O'Brien and LaFrance, pages 84-85
(b) personal subject pronouns	O'Brien & LaFrance, page 24 Mauger I, pages 6-7
(c) the family	Écouter et Parler pages 26-33 Dale & Dale, page 99

Special Comments	Evaluation
Students are usually interested in seeing why the word "teen-ager" has developed and how the French dix does not correspond well.	Same method as used in Lesson One.
This is a difficult area and should be covered slowly. Gradually the students must realize that agreement requires checking four things (1) the person of the possessor (2) the number of the possessor (3) the number of the article possessed (4) the gender of the article possessed This is somewhat an extension of Lesson I	A quick evaluation can be given orally but final evaluation must be in writing and at longer and longer intervals until the habit is well learned, even over-learned.
Family relationships can be brought out during the warm-up periods using known relationships then proceeding into the more complicated ones. Variety can be added by using well-known families such as the President and Abraham Lincoln.	Possibly some oral reports given on a volunteer basis would add to pupils knowledge.

Concept To Be Taught	References
LESSON THREE (CONTINUED)	
(d) days of the week	O'Brien & LaFrance, pages 62-3 Harris & Leveque, page 34
LESSON FOUR	
(a) present tense of first conjugation verbs using *regarder* as a model.	Mauger I, page 25 " record Dale & Dale , pages 77-8
(b) negatives	Mauger I, page 17 O'Brien & LaFrance, p. 12 Dale & Dale, pp. 42-3

Special Comments	Evaluation
Try to use the European methof of having Monday the first day of the week. These new words can be introduced by oral drill starting with several repetitions of lundi, followed by lundi, mardi, then adding additional days until the breaking point is reached or the days learned. The teacher should add other vocabulary such as yesterday, tomorrow, last week, etc. to make this concept more meaningful.	
Introduce the verb forms orally with books closed. Discuss spelling difficulties to try to anticipate them.	Testing should be the rewriting of sentences, changing the verbs from singular to plural, etc., and the filling in of missing verb forms. Introduce several verbs which they have not had but whose meaning should be clear.
Use verbs which begin with vowels as well asthose beginning with consonants.	Rewrite sentences as above.
Useful to reinforce number concepts and to provide variety.	Interest and skill vary widely. No special evaluation needed.

Concept To Be Taught	References
LESSON FIVE	
(a) verbs of the second conjugation using finir as an example.	Mauger I, page 33 O'Brien and La France, page 176
faire and dire as examples of the third conjugation	Dale & Dale, pages 112-113
(b) direct object pronouns	Mauger I, page 104 Dale & Dale, pages 190-191
(c) the seasons	O'Brien and LaFrance, page 74 Mauger I, page 32
(d) ordinal numbers	Mauger I, pages 24-30

Special Comments	Evaluation
Introduce orally with the textbooks closed. Try to get the students to associate the verb forms with the subject pronouns in short sentences.	Give them sentences to rewrite or to fill in the verb form which corresponds to the subject pronoun given.
As above	As above
This concept lends itself well to laboratory drill after oral work in the class.	Give a short quiz on the laboratory work, showing an example of what is desired.
This is merely an introduction to this concept.	
This concept can be developed over a period of time during the warm-up period, especially as weather extremes occur.	
It will take time to break down the English use of the verb to be for weather situations.	
Stress the form of premier and the exact spelling of the others.	

Le Francais Vivant, I. 27
by Louise Couture
Charles Merrill Books, Inc.
Teacher's Guide to accompany the text.

Concept To be Taught	References
Basic concept: Language is communication. The material in this lesson enlarges and enriches the area for oral communication and for securing these concepts in the four basic skills. All experiences must be first oral.	Text: Le FRANCAIS VIVANT I by Louise Couture. Charles Merrill Books, Inc. Lesson 6. Tastes and Colors Teacher's Guide, Lesson 6 and the introduction to Guide.
Lesson 6. Tastes and Colors The verb, voir (to see) in the present tense. The verbs of the five senses, regular and irregular, present tense. sentir--to smell écouter--to hear entendre--to hear regarder--to look at, to see toucher--to touch aimer--to like	Supplementary Materials: NEW FIRST-YEAR FRENCH. O'Brien and LaFrance. Ginn & Co. Lecon 5, pages 40-47. The colors the demonstratives. FRENCH I. O'Brien and LaFrance. Ginn, page 80. La Date. ALM--Level One. Harcourt, Brace & World. Unit 13. Structure Drills Demonstrative adjectives.
The adjectives, qualification, descriptive and demonstratives. The agreement of adjectives with nouns in gender and number. The colors as adjectives and for work identification. How to write a date. Parts of head and face.	+COURS ELEMENTAIRE DE FRANÇAIS. Mauger. Librairie Hachette. Leçon 4. The colors, page 8 Leçon 5. The adjectives p.12 Leçon 6. See ex. 3, page 15 Leçon 9. La tête, page 22 Leçon 29. Les démonstratifs composés, (page 134) adjectifs, démonstratifs Pronoms démonstratifs.
	+Cours de langue et de civilisation françaises. Mauger
	Écouter et Parler. Côté Levy-O'Connor. Holt, Rinehart, Winston Leçon 7. La Date

Special Comments

Systematic presentation of groups of adjectives (of color, of size, and of other physical characteristics) is to be achieved here orally and then followed by listening, reading and writing practise.

Demonstrate the distinction between -ci and -là as directional demonstratives. Explain if necessary. Refer to à droite and à gauche. Locate two persons and two objects, near and far.

Present English and French methods of writing the date. Use chalk board.

Use pictures for the presentation of and the practise of adjectives of color and other descriptive words concerning physical characteristics.

Agreement of adjectives with nouns to be practised orally and work recognition and sound changes made clear before writing is undertaken.

Evaluation

Copying exercises:
  dialogue, page 49
  Un Peu de Pratique, p.54

Lecture, page 57
  to be presented orally
  audio-lingual reading is
  desirable with new
  material.

After second or third oral acquaintance, students may be asked questions for demonstration of reading comprehension.

Complete or fill in sentences which provide place for the forms of the demonstrative adjectives.

Complete or fill in phrases with the correct form of the adjective which is supplied.

Spelling test with plurals of words which end in the letters x, z, and s.

Dictation: Using the verbs of the five senses.

Dictation using colors with the familiar objects in the classroom.

Re-entry: Oral commands to students to be performed and the student to tell what he is doing.

Lesson 7, LE FRANÇAIS VIVANT, I. LEVEL ONE

Concept To Be Taught

Basic Concept: The student learns a second language, including words, structures and idiomatic expressions, by these audio-lingual steps: recognition, imitation, repetition, substitution and variation.

Specific Concepts:

Irregular verb, prendre (to take), present tense, given as a model for similar verbs.

The verb, vendre (to sell) present tense, given as a model for similar verbs.

Vocabulary Building:

Articles of clothing. (Students will name the articles of clothing which they are other students are wearing).

Exclamatory phrases with quel, masculine; and quelle, feminine. (What a lovely dress!)
Expand vocabulary with the use of the exclamatory phrase.

Use of il y a and il n'y a pas.

How to tell time.

The number of days in a week and two weeks.

References

FRENCH I. O'Brien, La France, Brackfeld, Churchill.
Ginn & Co.
Leçon 4, p. 34
Qu'est-ce qu'il y a sur la table

NOTE: Especially suggestive illustration on p. 34, Leçon 4. Quoted above.

ÉCOUTER ET PARLER. Côté-Levy - O'Connor.
Holt, Rinehart, and Winston.
Leçon 12. Les Achats,p.118.

ALM - LEVEL ONE Harcourt, Brace & World. Unit 9.
Structure drills on verbs:
répondre perdre comprendre
attendre entendre
prendre descendre

Unit 6. Structure drill.
il n'y a pas.

COURS de langue et de civilisation françaises par Mauger. Librairie Hachette. Leçon 6. p. 14.
Il y a. Y a-t-il?
Il n'y a pas. Qu'y a-t-il?
Qu'est-ce qu'il y a dans la serviette?

EN FRANCE, comme si vous y étiez.
Librairie Hachette. part 8, pages 28-31.
"Veronique achète--du parfum,... un cendrier, ... une robe, ... un porte-monnaie."

PARIS MATCH. Current magazine published in France. See ads for men's and women's clothing in current magazines.

LE FRANÇAIS VIVANT, I. Audio Tapes. Use drills, 82-99 on tape reel 3, side B and 4, side A.

Special Comments

Using materials in texts and in supplementary texts, listed:

DRILL -re verbs, regular, like vendre,
giving special attention to sound and spelling change in the singular and plural verb forms.

DRILL -re verbs, like prendre,
noting spelling and sould changes.

MODEL AND DRILL ABOVE VERBS separately.

SYNTHETIC DRILLS may be attempted after mastery is secure.

Verbs like prendre and like vendre may be practised orally and in writing with a model sentence as beginning and continuing to supply the model with all pronouns.

DRILLS for interrogative and negative forms of il y a.

NOTE: Much practise is needed to insure accurate grasp of the negative form with de after il n'y a pas.

Evaluation

Copying exercises:
dialogue on page tl
Un Peu de Pratique, p.65
Complete the sentences in this part of lesson in the negative and two interrogative forms, inversion of verb and pronoun and forming the question with EST-Ce? EST-CE QUE?

Write out exervises 1,2,8 on pages 63-4 in the negative and interrogative.

Complete sentences with verbs which have been drilled. Model sentence given to be completed with other pronouns, both singular and plural forms.

DICTATIONS: Sentence or paragraph:
(a) articles of clothing for men
(b) articles of clothing for women.
(c) Use of il y a and il n'y a pas.
selections from drills or examples of all forms which have been presented.

ORAL:

Use tapes which accompany text with drills listed to estimate oral competence and progress.

LE FRANÇAIS VIVANT I by Louise Couture
Charles E. Merrill Books, Inc.
Lesson Eight

Concept To Be Taught

Basic concept: The structure of a foreign language should be learned systematically. The control of sounds, form and order is a product of repetition and listening acuity.

Specific concepts:
There are two basic grammatical structures to learn in the variety of forms in which it is employed. The forming of the past tense (le passé composé) with avoir, the auxiliary verb (to have). The past tense will be introduced first with regular -er verbs, already learning in the present tense. These verbs, learned in other lessons, will be changed to the past tense, using familiar and unfamiliar patterns. One of the basic facts of language learning is the changes made in verb forms to express different times and moods of experience.

Personal pronouns used as direct objects and indirect objects. The pronouns and the past tense will require presentation by teacher during several classes. Expand structure drill on above forms to give class, smaller groups and individuals an opportunity to use them.

Expand vocabulary Employ the idiomatic expression, avoir mal à. Idiomatic expressions used to tell the time, the weather, and particular uses thereof.

Become acquainted with the names of garden flowers.

References

Audio-lingual materials:

LE FRANÇAIS VIVANT, I.
by Louise Couture.
Drills 100-112 on tape reel 4 sides A and B.
COURS DE LANGUE ET DE CIVILISATION FRANÇAISES par Mauger.
Librairie Hachette
Laboratory tapes for exposition of Leçons 16 and 17.
ALM - LEVEL ONE. Unit 11.
Structure drills to accompany Unit 11, le passé composé with avoir.

Text Materials:
Cours de Langue et de Divilisation françaises. Tome I. par Mauger. Librairie Hachette
Leçons 16-17, pp. 44-47. How to form the past tense with avoir.

ÉCOUTER ET PARLER. Côté-Levy O'Connor.
Holt, Rinehart & Winston.
le passé composé. Leçon or Unit 16, p. 174. avoir mal à
Unit 17, p. 205, Ex 7, 10.
p. 212, Exs.,2,4,5.

ALM - LEVEL ONE. Harcourt, Brace and World
Le passé composé with avoir, regular -er verbs.

FRENCH I. O'Brien, LaFrance, Brachfeld & Churchill.
Ginn and Co.
Leçon 13, pp. 155-158. The explanation of the structure of the passé composé. Drills with regular -er verbs in four forms: affirmative; interrogative; negative and negative-interrogative.

Teacher's Manual and Key by Gladys Churchill to accompany French 1, op. cit.
ÉCOUTER ET PARLER op.cit.Unit 16,p.174.Le passé composé with avoir.EnFrance comme si vous étiez,Librairie Hachette.Le passé composé p.118,141. +++

+++Direct and indirect objects, part 17,pp.64,pt.20,pp.76-7 part 23, p. 88.

Special Comments

NOTE: This lesson contains several demanding structures which will require careful presentation during several class periods. Drilling and evaluation should continue until the students have control of the new structure.

Many exercises should be done in the passe compose with familiar verbs, already learned.

Students may be asked to prepare questions and answers which require use of new tense--le passe compose.

Order of pronouns in a sentence when they precede the verb should be taught orally with drills and tapes. For example, employ drills which require answers with both le and la.

Model repetition drills with an object pronoun in the negative form.

Present the use of two object pronouns, drills 12 and 13 on page 75. Model each sentence several times. Ask students to make the structural changes after hearing it more than once.

Use earlier structure drills with regular -er verbs to drill on the use and identity of the passe compose with avoir.

Evaluation

Copying exercises:
dialogue, page 71.
Un Peu de Pratique, p. 77
Lecture, p. 78. (Le Temps qui passe.)

QUIZ: Model sentences given for the replacement of nouns with direct and indirect objects.

Dictations: L'heure or how to tell time.
L'Heure.Parts of the day.

Each drill on the regular -er verbs, change to passe compose may be used as oral and written test.

Taped materials, ex. 100-12, tape reel 4, sides A and B. Use as oral and written test material.

Students should be givan a variety of tests on the two basic grammatical structures to be learned. Familiar drills or exercises from other learning can most profitably be used to secure the formation of the new structures, orally and later for writing and reading.

Evaluative tests should continue until there is evidence of success in control.

Examples of familiar verbs already studied in earlier lessons with familiar exercises and dialogue lines to be used for teaching structure: regarder, presenter, oublier, chercher, preparer, appeler, fermer, chanter, parler, acheter, donner.

Lecon 9

Concept To Be Taught

Basic Concept: Emphasis of one of audio-lingual steps for securing control of sound system and the structure changes is the imitation of authentic French voices on record and tape as well as the models presented by the teacher.
Acuity of listening and careful repetion aid in control of complex forms.
Specific Concepts:
Present the passé composé of verbs in -ir, like finir.
Present the passé composé of frequently occurring irregular verbs: avoir, être, faire.
Present the use of common verbs: étudier, parler, entendre, répondre, chanter, and the new verb, faire, in asking questions and eliciting response concerning school subjects.
Make necessary changes in the above questions and answers to require responses, replacing the noun objects with pronoun objects. Pronunciation Exercises for the dual purpose of provoking recognition of characteristic and similar sounds, also to be used as a vocabulary builder, the aim being a growing number of words recognized and understood.
Present exercises for the grasp of the necessary changes in the use of the definite articles le and les when preceded by the prepositions à and de.
Variétiés. Do a little gymnastics in the classroom. Students follow verbal command and action model, "Do as I am going to do."

References

AUDIO-LINGUAL MATERIALS on tapes for use in classroom and language laboratory: ALM--LEVEL ONE Unit 12, p. 4, text. Passe Compose of some irregular verbs with avoir. Tape to accompany Unit 12.

LE FRANÇAIS VIVANT I by Louise Couture. Tape reel 4, side B, Drills 113-120.

Cours de langue et de civilisation françaises. Mauger. Laboratory tapes accompanying Leçons 16 and 17. Supplementary text materials: FRENCH I. O'Brien,LaFrance, Brachfield, and Churchill. Ginn & Co. Leçon 14, pp.168-169.
The past tense of verbs, irregular in formation of past participle with avoir. Exercise C, page 169. Structures which require changing the passé composé to the present, also negative form of the passé composé. Exercise A, page 173. Make negative questions with the passé composé. See Teacher's Manual and Key by Gladys Churchill to accompany French I. Ginn & Co. page 84, Exercises A,B,C, and Exercise B on page 85.

Mauger, op.cit. Leçon 16, p. 44, passé composé of irregular verbs with avoir. Leçon 17, p. 46, passé composé in the negative and interrogative forms. Verbs with avoir. Leçon 19, p.50. Contraction of le and les after preposition de. Leçon 12, p.30. Contraction of le and les after preposition à.
ÉCOUTER ET PARLER. Côté,Levy, O'Connor--Holt,Rinehart and Winston. (See left) ++

++Leçon 7. La Date. Sentences 12 and 13, passé composé with avoir and preceding direct object.

Special Comments

NOTE: As the structures to be learned grow in complexity, it is well to review some simpler drills for maintaining confidence of the students and retaining secure grasp of previous forms.

NOTE: In French the names of a people living in a country and the name of the country are capitalized but the language is not capitalized.

NOTE: obéir and other similar verbs, demander, répondre, sometimes parler, require the use of the preposition a after the verb form before an object noun or pronoun.

QUESTIONS AND RESPONSES is an exercise which may be used for vocabulary building teaching the names of a group of loosely related objects.

QUESTIONS AND RESPONSES is an exercise which may be used also to elicit responses with both the present and the past tenses of the verbs being studied.

CAUTION: Since avoir and être are the most commonly used verbs, alons and as auxiliaries to form the past tense (passé composé), it is essential that students learn them in all forms. Frequent review drills with these verbs in the present and the past (passé composé) tenses will be helpful in strengthening the control of these structures.

PRONUNCIATION EXERCISES may be used daily as the expected procedure or they may be tailored to fit needed corrections of the class or some individuals.

Evaluation

Copying exercises:
- dialogue on p. 83
- Variétés on p. 89
- Exercise 8, p.87 in passe compose.

Oral and written test drills on contraction of prepositions à and de with le and les, definite articles following.

Test: complete the model sentences with the correct contraction.

Dictations:

(1) the verb aimer with the infinitive form of verb, following, negative, affirmative and interrogative forms.

(2) Sentence with verbs in the present tense. (review)

(3) Sentences using the verbs, parler and habiter, making the dictinction in sound and spelling between the name of the country and the name of the language spoken in the same country.

See note concerning capitalization.

Use drills referred to in reference as both oral and written tests, in language laboratory and classroom.

Give oral commands with action model; then give commands without action model and ask students to show comprehension by performing the actions named.

Special Comments
(Continued)

Drills with the preposition a and le, les, should be conducted systematically. Necessary change to be made in structure following the preposition a and the occurrence of the articles le and les following.

Drills requiring the necessary contracting of de +le, de + les, similar to but separate from above structure, should be repeated several times for adequate control of these structures, orally and in writing and reading.

Classroom drills and procedures must be presented in a variety of wayt to insure continuity of learning and continued challenge to student.

Students can conduct drills of their own construction which have been checked for pronunciation and structure by the teacher.

Concept To Be Taught

Basic Concept: A student learns the structure of a foreign language from processes which work from within the language. French is fully adequate for communication without recourse to English for explanation, analysis or comparison. Specific concept: Present new verbs: vouloir, savoir manger in the present. Present -re verbs, with irregular formation of past participle in the past tense. Reinforce learning of the past tense of -ir verbs and -er verbs with additional drills in these first and second group verbs. Present the partitive article in negative and affirmative forms. Present the use of the personal pronoun en which can be used as an additional object pronoun and which replaces both the partitive article and the object.

Dramatize meals in the restaurant and with the family.

Stretch vocabulary with pictures of foods, family gatherings, menus. Employ verbs aimer and prendre in questions and answers about food. Dramatize setting the table for a family dinner with objects. Review a gauche, a droite, la, ci.

Telling time in French related to times of meals is a device for integrating learnings.

References

Audio-lingual materials: LE FRANÇAIS VIVANT, I by Louisé Couture. Drills 121-136, tape reel 5, Side A. ALM - LEVEL ONE, Unit 3 À MIDI. Harcourt, Brace & World. Dialogue on record. Structure drills on Laboratory Tape to accompany Unit III. Notice structure drills on pp. 4-5 in text materials vouloir and aimer. COURS DE LANGUE ET DE VICILISATION FRANCAISES. Mauger. Leçon 19. Les Repas. Laboratory tape to accompany this lesson.

Audio-visual materials: Mauger, op.cit. Filmstrip and tape to accompany Leçon 17, Le Salon, La Salle à Manger, et la Cuisine.

Supplementary text materials: FRENCH I by O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co. Lesson 14, pp. 83-88. "La Famille à Table," pp.168-169. Grammaire: Participes Passés irréguliers, pp.158-9. Grammaire: De après la negation, pp. 170-171. Teacher's Manual and Key for FRENCH I by Churchill. Lesson 14, pp. 83-88. EN FRANCE COMME SI VOUS Y ÉTIEZ, part 12, "Le dîner chez les Dulac." pp.44-47. "Après le diner." pp. 48-50. ÉCOUTER ET PARLER, Côté, Levy, O'Connor. Ginn & Co. Repas, Unit 8, p. 70. Pattern Practice, pp. 72-3. Conversations, pp.74-5. LE FRANÇAIS PAR LA MÉTHODE DIRECTE, PREMIER LIVRE. Robin et Bergeaud. Librairie Hachette. "Le Repas de la Famille." Leçon 17, pp.36-7. Grammaire: L'article partitif, p.36. Devoir, p. 39. Mauger, op.cit. Leçon 32, p.90 Le petit déjeuner (au restaurant). Cours de langue et de Civilisation françaises. Librairie Hachette.

References
(Continued)

COURS DE LANGUE ET DE CIVILISATION FRANCAISES. Mauger. Librairie Hachette. Leçon 34, p.94. "Le déjeuner au restaurant." Leçon 35, "Chez les Legrand." Madame Legrand sert le thé.
page 100, Dialogues 1. Au restaurant. 2. Au Salon

WORKBOOK IN FRENCH, First Year. Eli Blume. Amaco School Publications, Inc. 315 Hudson Street, New York, New York, 10013.

Verb Lesson 16, p. 41. Passe Compose of irregular verbs.

Grammar lesson 11. The Partitive, pp. 93-96.

Special Comments

NOTE: Peculiarities of spelling in cerbain verbs, introduced in this lesson. Add e between g and o or a. Use drills for work in making orthographic changes. Use familiar drills to review passe compose of -er and -ir verbs.

After review of these forms and adequate presentation of the present tense of new verbs, give exercises requiring the composite or past tense of new verbs in this lesson.

NOTE: Use of en is integral or indigenuous to the language. Present with appropriate drills modeled carefully for rhythm in pronunciation will point the way for student's grasp of structure. See models 14,15, 16,17, pages 97-98, text, op.cit.

NOTE: Un Peu de Pratique, p. 98 for appropriate drill on use of en. Text, op.cit.

NOTE: Drill the negative form of the partitive after negative form of the verb.

CAUTION; All new forms of new verbs and other structure changes in this lesson should be drilled and grasped orally before writing reading or testing on these forms. Familiar verbs are used in learning new vocabulary words.

Idiomatic expressions:
avoir faim
avoir soif

NOTE: Eliminate use of Englist from test materials in Workbook.

Evaluation

Test orally and in writing on changing models in the passe compose from affirmative to negative and interrogative forms, also negative-interrogative forms. Verbs in -er, -ir.

Copying exercises:
Dialogue, p. 91
Varietes, p. 101

Written assignment:
Change to passe compose, Exercises 1,2,3,5,8, pp.96-97.

Exercise 9, p. 97, change to present tense and interrogative forms with est-ce que.

Quiz using the new verbs in this lesson in the negative form.

Quiz, using the new verbs in the lesson in the interrogative.

Quiz, using the new verbs in the lesson in the passe compose.

See Workbook in Reference material for test material on passe compose or irregular verbs.

See Workbook for test material on use of Partitive.

DICTATION: using avoir faim
avoir soif
avoir chaud
avoir froid
avoir peur

Lesson 11

Concept To Be Taught

Basic Concept: Acquiring a beginning understanding of French culture, civilization and geography is part of language learning.

Specific Concepts:

Present brief lessons concerning the geography of France, use maps for each student to locate highlights.

Present brief lessons concerning the plan of Paris, with reference to its beginnings and position it occupies in France.

Present brief sketches of persons of historical figures in French history.

Present information concerning outstanding landmarks in the City of Paris.

Present supplementary readings as a test for reading comprehension following above presentations. Present new verbs suivre and voir in the present and past tense Use new verbs suivre (to follow) and voir (to see) in taking an imaginary sightseeing tour through the City of Paris.

Present adverbs of quantity with the partitive de following. Present adverbs - plus, moins, autant adverbs of comparison.

Lesson 12, page 30.
Present tense of voir.
Exercises on voir.

References

LE FRANÇAIS VIVANT, I.
Louise Couture
Charles Merrill Books, Inc.
Use drills 137--124 on reel 5, Sides A and B.
Supplementary Reading, p.263, "L'Arc de Triomphe." "Notre Dame de Paris." p.262
Pictures on Napoléon, pp. 111-113.

WORKBOOK FOR FIRST YEAR by Eli Blume. Amsco School Publications, Inc.
315 Hudson Street, New York, New York - 10013
Part V - Civilization
Lesson 1. Geography of France. Map study.
Exercise - location of places.
Lesson 2. Paris. Deskchair tour of important landmarks in the city of Paris with appropriate descriptions and guides, also simple tests.
Lesson 9. Historical Figures.
Good exercises and simple presentation.

EN FRANCE comme si vous y étiez. Librairie Hachette
parts 23-24, pp. 88-9
part 23, Napoléon
part 24, Que pensez-vous de Napoléon?

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co.
Plan de Paris, p. 396.
Good, clear illustrated map.
Leçon 12.A Paris, Gare de Lyon.

ALM--LEVEL ONE Unit 5. Using adverbs in dialog, trop and plus, adjective plus adverb form for comparison. See dialog adaptation for sentences with trop and plus suggestions for drills.

WORKBOOK FOR FIRST YEAR.op. cit. Lesson 14, p.35, irregular verbs, present tense. (Left)

Special Comments

NOTE: Supplementary readings for testing reading comprehension may be introduced and then re-entered at a later period if students find them too difficult to handle.

NOTE: Cultural lessons should be brief and simple in content. This is an elementary orientation only.

NOTE: Liaison with Social Studies Courses might produce a Foreign Language - Social Studies Seminar for a change of pace.

NOTE: Investigation of student's assignments in other courses may locate onr or two other subjects of a cultural nature which could be treated in a bulletin board presentation of research.

CAUTION: Every effort should be made to use French in teaching this part of the course, thereby limiting the material to what the students can say and understand.

Practise the formation of new verbs, voir and suivre in in present and past tenses.

Employ pattern practise, chain drills, to recall groups of vocabulary words:

foods meals
classroom objects
idiomatic expressions
verb,like prendre,vendre

Evaluation

Make out questions for testing the reading comprehension selections:
"L'Arc de Triomphe" p.263
"Notre Dame de Paris" p.262

Write model 3, p.108 in the passe compose.

Write exercise 18, p.110, replacing noun object with object pronoun.

Write questions which call for answers with the adverbs of quantity and comparison introduced in the lesson.

Use exercises listed in WORKBOOK, First Year, as oral andwritten test material.

Use drills on audio-lingual tapes as oral and written tests.

CAUTION: From the directions and exercises in WORKBOOK, FIRST YEAR, eliminate all English, including translation exercises. These exercises may be suggestive additional material to be givan in French only.

Lesson 12

Concept To Be Taught

Basic Concept: The writing of French evolves from and is interrelated with the development of listening, speaking and reading. This skill proceeds from assigned passages to copy through assigned materials to be studied for dictation to making simple changes in a given sentence to more complex assignments throughout the study of the language.

Specific Concept:
Present model verbs for teaching the formation of the future tense.

Group I - aimer
Group II - finir
Group III - vendre.

Present the formation of the future tense of avoir and être.

Present adverbs of time and relate them to tenses of verbs to be studied or already studied:

le présent--aujourd'hui
le passé--hier
le futur --demain

Present the meaning of the future tense by using the present tense of aller + infinitive.
Introduce names of professions, in addition to those suggested in text. Present idiomatic uses of berb avoir. Strengthen Vocabulary by the presentation of word groups, opposite in meaning.

Present conditional tense of verbs used as models for learning of future tense.

References

Cours de langue et de civilisation françaises by Mauger. Librairie Hachette Leçon 20, p.56. Le futur de l'indicatif. Leçon 63, p. 174. Le présent du conditional.
FRENCH I. O'Brien,LaFrance, Brachfeld and Churchill. Ginn & Co. Leçon 24, Ski de printemps, p.310, the future tense.
Leçon 26. Ski de printemps, p.344.Exercises for practise with the future tense. Leçon 21, p.277. Use of pronoun en.
The Teacher's Manual and Key. (French I), Gladys G. Churchill Ginn & Co. pp. 122,131,278, exercises A,B,C,D.

WORKBOOK IN FRENCH, Two Years. by Eli Blume. AMSCO SCHOOL PUBLICATIONS, INC. 45 East 17th Street, New York, N.Y. Mailing Address: Box 351 Cooper Station, New York10003
Verb Lesson 8, The Future Tense, pp.29,30,31. Review of Verb Lessons: 1-8, p.33. Verb Lesson 10; The Conditional, p.60.
ÉCOUTER ET PARLER. Côté, Levy,O'Connor--Holt, Rinehart & Winston.
Unit 13, p. 135, Ex.8 the conditional.
Unit 15, p. 161,Exs.6,7,10. The future of irregular verbs.
Unit 18, p.217,ex.6,the future of revenir, the future of irregular verbs, Exs.7,9,10.

EN FRANCE comme si vous y étiez. Librairie Hachette. Part 19, pp.72-3. "Les Secrets du Futur ." avoir and être, pouvoir and voir, pp.74-5. Part 20, p. 75 adverbs of time and continuation of future.

Special Comments

NOTE: Usually the future tense is taught by adding personal endings to the infinitive form of the verb. In -re verbs the final e is dropped before adding the endings.

NOTE: The personal endings for all verbs in the future are similar to the endings of the present tense of avoir: -ai, -as, -a, -ons, -ez, -ont.

NOTE: The conditional tense is formed in a manner similar to the future tense with the addition of the letter s to the personal endings in the first person singular and ai to the second person singular and the addition of the letters it to the third person singular. The plural is formed by inserting the letter i before the personal ending for the first and second persons, plural. The third person plural ending is formed by the addition of the letters ent, to the personal ending for the first person singular, added to the imperative. The second person singular repeats the ending of the first person singular. The first, second and third persons, singular and the third person plural sound alike.

NOTE: The indefinite article is omitted with unmodified nouns denoting profession, nationality and religion.

Employ adverbs of time to test comprehension and use of the verb tenses already studied and also those introduced in this lesson.

Use questions which require an answer in the future.

Use questions which require an answer in the conditional.

Direct the students to change model sentences to the negative and interrogative forms.

Completion test: model sentences given to be completed with the future forms of the verbs avoir and être.

Completion test: model sentences given to be completed with the conditional forms of the verbs avoir and etre.

Dictation: Idiomatic uses of avoir.

Dictation: Groups of words identifying opposites in meaning.

Quiz on the verb venir in the present and future tenses.

See WORKBOOK IN FRENCH. First Year. and TWO YEARS, same title, for suggestive test material on the use of idiomatic expressions with avoir: the future tense of verbs and a vocabulary test on opposites in meaning.

Oral and written tests on familiar structures using "en."

Re-test on any material which has been located as "trouble spot" for group or individual students.

Lesson 12

References

WORKBOOK IN FRENCH. First Year. Eli Blume. Amsco School Publications, Inc. 315 Hudson Street, New York, New York 10013.

Optional Verb Lesson - The Future, p. 55. Eliminate English Translation exercises.

Part III--Idioms with avoir. p.122. (Eliminate English translation exercises.) Vocabulary Lesson I. Opposites. p. 143.

Special Comments

CAUTION: Eliminate English translation exercises from the exercises referred to in WORKBOOK IN FRENCH, First Year and Second Year.

Choose familiar exercises for reviewing the use of "en."

Re-enter items for purpose of review as a necessary exercise. These items should be identified and systematically employed as oral and written exercises.

The important verbs être and avoir always require special attention and the students may often need to have earlier forms recalled before proceeding to new tenses.

NOTE: The adverbs of time offer an opportunity for reviewing many familiar forms of verbs and idiomatic expressions.

NOTE: Use the verb aller in the present tense plus infinitive to ask questions requiring an answer in the future.

Lesson 13

Concept To Be Taught

Basic Concept: With the aim of this work established as communication in a second language, the student is now learning from appropriate models to recognize, imitate and make substitutions in structures.

Specific Concepts: Present the verbs of motion which require être to make the past tense.

Present the reflexive verbs, asking questions about daily activities to introduce the common reflexive verbs.

Present the imperative form of the reflexive verbs.

Present the past tense, passé composé, of regular and irregular verbs with avoir, in conjunction with verbs with être.

Present the use of reflexive verbs which take the direct object or act upon objects other than oneself.

Present brief passages for reading comprehension.

References

LE FRANÇAIS VIVANT, I. Use drills 152-163 on tape reel 6, Side A.

MAUGER. COURS DE LANGUE ET DE CIVILISATION FRANÇAISES. Librairie Hachette. Le verbe pronominal. Leçon 24, p. 64. Writing exercises, p. 5.
Leçon 25, p.66. Le Passé Composé d'un verbe pronominal. Writing exercises p.67.
Leçon 29. L'Impératif,p.80. Exercises, p.81. Page 223 Auxiliare être au lieu de avoir. Accord du participe passe.

WORKBOOK IN FRENCH. First Year by Eli Blume. Amsco School Publications, Inc. 315 Hudson Street, N.Y. 10013. Lesson 17. p.44. The passe compose of être verbs.
Lesson 16, p. 41. The passé composé of irregular verbs.

WORKBOOK IN FRENCH, Two Years, by Eli Blume. AMSCO SCHOOL PUBLICATIONS, INC. 45 East 17 Street, New York. Mailing Address: Box 351, Cooper Station, New York 10031.
Lesson 13, p. 47. Reflexive verbs.

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co.
Leçon 18, pp. 225-229.
Exercises, pp. 232-233.
Teacher's Manual and Key to accompany French I by Gladys Churchill. Review of irregular verbs, pp.99-100.
ALM--LEVEL TWO Harcourt, Brace & World.Passe Compose with avoir,irregular verbs, p.3.Unit 12.Passé Ccomposé with être pp. 8-12.

REFERENCES

ALM--LEVEL TWO. Harcourt, Brace & World.
Unit 15, pp. 48-50. Verbs with reflexive pronouns, présent and passé composé.

Le français par la méthode directe, Deuxième livre. Robin & Bergeaud. Librairie Hachette.

Un test rapide, p.22 (reading comprehension with test questions).
La Lecture, p. 23. (reading comprehension exercise).

Le français par la méthode directe, premier livre. Robin & Bergeaud. Librairie Hachette
The reflexive verb in the past tense, p. 8
The reflexive verb used as regular -er verb, p.57.
Le pronom -*en*, p. 81.
Le passé composé en -er et le participe passé en -e, p.39.
Les verbes avec *être* au passé composé, p. 93.

Teacher's Manual, FRENCH ALM Level One. Harcourt, Brace & World.
Presentation, p. 19. (Description of the techniques of employing structure drills.)

Special Comments

NOTE: a reflexive verb is one that describes motion or actions carried out by the subject on himself, herself, itself.

NOTE: many reflexive verbs take direct objects and are used like regular verbs when the action denoted is performed on an object or subject other than that of the speaker.

NOTE: The reflexive pronouns which precede the verb form may be either direct or indirect objects depending upon the action.

NOTE: In the past tense of the reflexive verb form, the past participle agrees with the subject in gender and number.

NOTE: In the reflexive verb form, the preceding object pronouns, me, te, se, drop the letter e when followed by a verb beginning with a vowel.

NOTE: In the imperative form of the reflexive verb, second person singular, the disjunctive pronoun is used following the verb form.

NOTE: Verbs of motion or change of condition which use être to form their past tense should be learned as a group.

NOTE: The past participle of mourir has a sound distinction when used with a feminine subject.

Evaluation

Choose brief selections for reading comprehension. Test orally and in writing the suitable questions.
Test: Select model sentences from structure drills to be used for critical drill in writing. Give instructions for changing the tense of the verb or the pronoun and consequently the verb form required by the pronoun change.

ASK the students to write a short paragraph describing what they do in the morning. Specific questions may be devised to elicit responses with reflexive verbs.

CHANGE the time of the above exercise by requiring the students to describe what they did yesterday when they got up.

EMPLOY question and answer drills about the day's activities as a chain drill, first from teacher to student and then from student to student.

DIRECTED DIALOG: Directions may be given to student requiring that a given question be asked to another student thereby requiring immediate change of structure and the same or similar instructions given to the one who is to respond, calling for pronoun change immediately.

QUIZ: Model sentences in the present. Change to past tense.

Lesson 14

Concept To Be Taught

BASIC CONCEPT: When good habits of listening and speaking have been established, the teacher should guide the student through additional meaningful experiences in which he has heard, recognized, identified and imitated successfully.

SPECIFIC CONCEPTS:

PRESENT: a geography lesson using the map of France for locating landmarks and guideposts. Locate the different parts or provinces of France, sketching briefly the outstanding characteristics of each area.

PRESENT the agreement of adjectives with subject noun or pronoun.

PRESENT the comparative and superlative forms of adjectives.

PRESENT the formation of adverbs from adjectives.

INTRODUCE a group of adverbs of manner.

RE-ENTRY of the use of the verb aller in the present tense plus the infinitive form of a verb of motion or change of condition.

COMPARE familiar objects or persons in color, size, manner or quality.

References

WORKBOOK IN FRENCH. Two Years. Eli Blume. AMSCO School Publications, Inc. 45 East 17th Street N.Y. Mailing address: Box 351, New York, N. Y.
Part V. Civilization.
1. Geography of France, p.266
4. Provinces, p. 279.

AUDIO-LINGUAL materials:
LE FRANÇAIS VIVANT, I, op. cit. Drills 164-167 on Tape Reel 6, Side A.

ALM - French, Level One. Harcourt, Brace & World. Teacher's Manual, Structure Drills, described, pp. 14-21.

COURS DE LANGUE ET DE CIVILISATION. Mauger. Librairie Hachette.
Leçon 22, Le futur proche. p.60. Exercises to write 3and 7, p. 61.

LE FRANÇAIS PAR LA MÉTHODE DIRECTE, PREMIER LIVRE. Robin & Berbeaud. Librairie Hachette. The agreement of adjectives, Vol.I, p. 32. Exercises. Descriptive adjectives, p. 79. Adverbs of Manner, p.94. Le futur proche, p.97. Comparative form of adjectives, p.98. Superlative form of adjectives, p.130. Le français par la Méthode Directe Deuxième livre par Robin & Bergeaud. Librairie Hachette. L'article partitif et adverbes de quantité. p.50. Verbs which are followed by the infinitive form of another verb., p.50.

FRENCH I. O'Brien, LaFrance, Brachfeld, Churchill. Ginn & So.
adjectives, exercises p.54.

References

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill
Ginn & Co.
Formation of feminine form of adjectives, p.55. The position of adjectives in relation to noun, p. 56. Formation of the plurals of feminine and masculine forms of adjectives, p. 59. De is used before a noun, singular or plural that follows a noun or adverb of quantity, p.384. Expressions of quantity, p.385.
Adverbs of manner, p.387.
Exercises. Position of adverbs, p. 388.

Mauger, op.cit. Lecon 9, p. 23.
Des livres bleus, mais de gros livres.
Use de before an adjective modifying a plural noun which comes before the noun.
Exercise, VII. To write.

ALM--FRENCH LEVEL TWO.
Harcourt, Brace and World.

Formation of adverbs,p.298.

Special Comments

NOTE: Presentation should be brief and related only to a limited amount of material regarding the culture and cuatoms of the celebrated provinces in France.

NOTE: Use familiar objects in classroom in teaching the comparative and superlative forms of adjectives.

NOTE: Give some attention to the similarities of structure in writing the passé composé of reflexive verbs and motion verbs with être and the agreement of adjectives with subject noun or pronoun.

NOTE: Comprehension of the agreement of adjectives must be tested with writing since there is often no sound change when there are morphological changes for agreement.

NOTE: Audio-lingual materials are source of models for the construction of oral and written tests.

CAUTION; Students should be required to use groups of words already studied in writing brief composition.

Evaluation

MAP STUDY: Location of some of the celebrated provinces in France.

COMPLETION EXERCISES for further identification of provinces above, with reference to culture and traditions.

DICTATIONS: Use model sentences as dictation for the testing of writing of comparative and superlative forms of adjectives.
Use model sentences for dictation to recall the forms of the reflexive verbs.

TEST: Model sentence with adjectives to be changed to the comparative and superlative forms.

ORAL TEST: Model sentences using aller + infinitive and requiring student's substitution of other infinitives and pronoun and noun subjects.

COMPOSITION: Based on picture selected by teacher for brief descriptive sentences by student.

Lesson 15

Concept To Be Taught

BASIC CONCEPT: The formation of good habits in experiencing the elements of language learning should result in the student's being able to select for himself expressions appropriate to specific situations.

SPECIFIC CONCEPTS:

PRESENT the future form of the irregular verbs, pouvoir and vouloir. Add the conditional form of these same verbs after the future forms have been understood.

PRESENT the complex sentence with the "if" clause construction with oral drills.

PRESENT the various structures in which the disjunctive pronouns are used.

PRESENT idiomatic expressions with the verb avoir.

PRESENT structure drills to recall the comparative and superlative forms of adjectives.

PRESENT structure drills to recall the use of the partitive article.

PRESENT structure drill combining the use of the present and conditional tenses of vouloir and pouvoir.

PRESENT restatement of the uses of personal pronouns as direct and indirect objects.

References

AUDIO-LINGUAL MATERIALS:
LE FRANÇAIS VIVANT I. tapes to accompany text. Drills 168-175 on tape reel 6, Side B.

COURS DE LANGUE ET DE CIVILISATION par Mauger.
Leçon 35, p.96,"L'objet direct."
Leçon 38, p.106. "L'objet indirect."

EN FRANCE comme si vous y étiez. Librairie Hachette.
Part 10, p.37.Idioms with avoir.
Part 17,p.64.Direct and indirect object pronouns with verb aimer.
Part 15. p.59.Indirect objects.
Part 14. p.52.Disjunctive pronouns.
Part 11. pp. 42-43.Direct object pronouns with regarder.

LE FRANÇAIS PAR LA MÉTHODE DIRECTE. op.cit. "Les pronoms--compléments directs, p.90.

WORKBOOK IN FRENCH. Two Years. Eli Blume. AMSCO School Publications, Inc. 45 East 17 Street N.Y. Mailing Address:Box 351, Cooper Station, New Grammar Lesson 22,pp.183-4 Disjunctive Pronouns (Eliminate the drills which require English translation.)
FRENCH I. O'Brien, LaFrance Brachfeld,Churchill. Ginn & Co.
Leçon 20, p. 256.Object Pronouns. Teacher's Manual and Key.Churchill. Lesson 20, p.106.

Lesson 15

Special Comments

NOTE: Special verb forms in the dialogue in the text.

NOTE: New vocabulary words and idiomatic expression the dialogue.

NOTE: Recall familiar verb forms and other review items with the oral and written drills which have been used, varying these drills whereever necessary with forms in the reference materials.

CAUTION: individual writing assignments may be made to correct repeated errors.

REFER to previous material used on the teaching of direct and indirect object pronouns. Begin with simple structures proceeding to the use of both direct and indirect objects before the verb and making the distinction between these objects and the various uses of the disjunctive pronouns.

PRACTISE of structures using the disjunctive pronouns should take into account their position after a preposition; their use when the verb is understood or unexpressed; their use to accent the subject; and their use to express possession after the verb *être* and the preposition *à*.

Evaluation

READING COMPREHENSION EXERCISES:
Simple Poems for Reading Enjoyment. pp.70-71; pp.78-79.
LE FRANÇAIS PAR LA METHODE DIRECTE par Robin & Bergeaud Premier Livre. Librairie Hachette.

DICTATION:
1. Model sentences using the future forms of pouvoir and vouloir.
2. Model sentences requiring the use of the comparative and superlative forms of the regular adjectives.
3. Model sentences using the partitive article.
4. Compound sentences using both the present and conditional tenses of pouvoir and vouloir.
5. Complex sentences using the "if" clause.

ORAL QUIZ: Direct questions to the class requiring responses with the verbs pouvoir and vouloir in the present tense. Require a response with all pronoun forms. Direct questions to the class requiring answers with the disjunctive pronouns.

SPELLING QUIZ:

New vocabulary words in this lesson, using the French alphabet.

Numbers

Lesson 16

Concept To Be Taught

BASIC CONCEPT: Reading in an audio-lingual sense is somewhat different from any other kind of reading. Audio-lingual reading stresses the ability to make sounds which correspond to the printed symbol.

SPECIFIC CONCEPTS:

PRESENT brief poems listed under Suggested Readings. It is hoped that this kind of reading willbe pleasurable for the student as well as comrehensible.

PRESENT the irregular verb, *croire*, to believe, in the present.

RECALL the future tense of the verbs, *avoir and être*, with irregular stems.

PRESENT the future tense of the irregular verbs: *faire*, *aller* and *venir*, which also have irregular stems.

PRESENT the structure of a complex sentence with the "if" clause, using the future and conditional tenses.

PRESENT the interrogative pronouns. Distinguish between the pronouns which refer to things and those which refer to persons.

References

LE FRANÇAIS PAR LA MÉTHODE DIRECTE, Premier Livre. Robin and Bergeaud. Librairie Hachette. Suggested Readings, pp.106,110, 111. Review exercises, pp. 139-140.
Forms of the verbs in the third group, pp. 142-144.

FRENCH I. O'Brien, La France, Brachfeld and Churchill. Ginn & Co.
Leçon 17, p. 211.
Review of regular verbs, p. 218.
Irregular verb, *pouvoir*, p. 219.
Teacher's Manual and Key, Churchill, p. 98.

WORKBOOK IN FRENCH. Two Years, Eli Blume.
AMSCO School Publications, Inc.
45 East 17th Street, New York.
Mailing Address; Box 351, Cooper Station, New York, 10003.
Grammar Lesson 19, Interrogatives, p. 172.

COURS DE LANGUE ET DE CIVILISATION, Mauger.
Leçon 50, p. 140. Les pronoms intérrogatifs.
Exercise 2, p. 141, writing.

ALM--LEVEL TWO. Harcourt, Brace and World.
"si" or "if" clauses, pp. 234-239.
Unit 20.

Special Comments

NOTE: The suggested readings are chosen for the purpose of illustrating the intonation and rhythm of the spoken language. More appropriate readings may be added or substituted.

NOTE: Structures using the interrogative pronouns should be presented, repeated and then reinforced with appropriate pattern drills.

NOTE: The interrogative pronoun, qui, may be used as a direct object.

NOTE: "Whose" is translated by Â qui + être or De qui + être. The former denotes ownership; the latter relationship, as in family relationships.

NOTE: Supplementary exercises for the review of verb forms are suggested here. These may be adapted to whatever practise is specifically needed.

NOTE; Audio-lingual materials should be used as review in writing for structures, as they are needed, and after their use in the laboratory has been completed.

Evaluation

AUDIO-LINGUAL READING:
SUGGESTED READINGS
"Choses du Soir," by
by Victor Hugo, p.106
"L'Usine," p. 110
"Le Boulanger," p.111.

DICTATIONS:

1. Sentences in paragraph form in the present tense, irregular verbs, studied in this lesson. Change the form to the future tense.
2. Sentences in the present tense of familiar but irregular verbs. Change to the passe compose.

QUIZ: Use additional model sentences with verb forms in this lesson to be stated in the present and changed to the future or the passe compose.

TEST: Interrogative pronouns referring to persons and things. Present model statement to be changed to a question replacing noun with interrogative pronoun of person or thing.

TEST: Combine the required answer with interrogative pronoun with use of the verb, croire, present tense.

TEST: Combine the required and suggested to elicit interrogative form of pronouns with verbs in the future.

Lesson 17

Concept To Be Taught

BASIC CONCEPT: The structure of a foreign language must be learned systematically. Words and expressions should be learned in context not in isolation. A variety of materials should be presented for the learning and reinforcement of structures.
SPECIFIC CONCEPTS: PRESENT the impersonal verbs in all tenses: falloir, pleuvoir, neiger, faire - with expressions concerning the weather il y a.
RECALL the learnings concerning the seasons of the year in presenting the common expressions concerning the weather.

PRESENT the adverbs of time in relation to the discussion of the weather.

PRESENT the use of falloir in the four tenses: the present, the past, the future and the conditional.

PRESENT THE USE OF FALLOIR IN THE IMPERFECT TENSE, also the other impersonal verbs and impersonal expressions.

PRESENT the double function of the verb falloir, in all tenses and in the negative and interrogative, when it is followed by the infinitive form of a verb and when this verb is used to show need.

References

AUTIO-LINGUAL MATERIALS:
TAPES TO ACCOMPANY LE FRANÇAIS VIVANT, I. Drills 186-190 on tape reel 7, side A.

ALM - FRENCH - LEVEL ONE.
Harcourt, Brace and World.
Unit 6. falloir, expressions of need. See drills on laboratory tape.
Unit 7. faire, present tense. interrogation: inversion and the use of "est-ce que." See drills on laboratory tape.

SUPPLEMENTARY MATERIALS:
COURS DE LANGUE ET DE CIVILISATION FRANCAISES. Tome I. Mauger. Librairie Hachette.
Leçon 44. "L'imparfait de l'indicatif."
Exercises to write for review and for learning the imperfect tense. p. 125. Exercises 1,2,3,4.

ALM - FRENCH - LEVEL TWO.
Harcourt, Brace and World.
Unit 15, p. 57. Position of negatives with inficitives.

Conversation Build-up. "Les Grandes Vacances." p. 65
Unit 15. Writing drills, p. 66.

WORKBOOK IN FRENCH, TWO YEARS. Eli Blume. AMSCO School Publications, Inc.
45 East 17th St., N.Y.
Mailing Address: Box 351, Cooper Station N.Y.10003

Grammar Lesson 14 - Geographical Expressions. pp.151-155.

Vocabulary Lesson 9. At leisure, p. 257-259.

Special Comments

NOTE: The introduction of the imperfect tense added to the drills on the impersonal verbs and expressions.

NOTE: Special attention should be given to the practise and use of the impersonal expression, *il y a*. Difficulties may be experienced in the interrogative, the negative and the negative-interrogative forms of this expression.

NOTE: Recall the use of the interrogative pronouns by the presentation of statements which can then be made into questions using the interrogative pronouns.

NOTE: Add to the understanding and use of the interrogative pronouns model sentences using the interrogative adjectives. Call attention to the masculine and feminine forms of the adjective, singular and plural.

NOTE: The introduction of new adjectives and adverbs in this lesson, for example, pret, prete, singular and plural. Point out the difference between adjectives and adverbs and their function in the sentence in relation to other words.

NOTE: Recall previous learnings of the geography and cultural highlights.

Evaluation

SILENT READING:
Familiar passages in text or other supplementary materials.
Test with arranged questions to determine comprehension.

DICTATION:

1. Model sentences with nouns and pronouns using the new adjectives and adverbs in this lesson.
2. Model sentences using the future tense of irregular verbs with singular and plural noun subjects.
3. Model sentences using the present tense of *avoir*.
4. Model sentences using the interrogative pronouns.
5. Expressions of weather.

IDENTIFICATION TEST, use the material suggested in Workbook.

VOCABULARY TEST, use the material suggested in Workbook.

SPELLING TEST, Special attention to words using diacritical marks.

PRONUNCIATION TEST, use flash cards to recall familiar words and ask for identification and correct pronunciation.

Lesson 18

Concept To Be Taught

BASIC CONCEPT: An understanding on the part of the student as to how the structure of the language works is necessary. Judicious use of English is recommended when necessary, however, time spent talking or hearing English is time subtracted from the time available for the secure control of the sounds and structures of French.

SPECIFIC CONCEPTS:
PRESENT the verb voir (to see) in the future tense.
PRESENT structures using the relative pronouns, que and qui
RECALL interrogative forms of the pronouns, qui and que, the adjectives quel, quelle, quels, quelles.
PRESENT a geography lesson concerning the countries surrounding France, naming the countries with their French names, their capital cities, the name of their inhabitants and the language which they speak.

PRESENT use of the verb voir with an imaginary trip in France, including the provinces studied.

PRACTISE giving and following directions for locating places on small or large map of France and environs.

References

AUDIO-LINGUALMaterials:

LE FRANÇAIS VIVANT, I. Tapes to accompany text. Drills 191-194 on tape reel 7, side A.
VISUAL AIDS: Desk size or wall size maps of France and surrounding areas.
WORKBOOK IN FRENCH. Two Years. AMSCO School Publications, Inc., 45 East 17th Street, New York, N.Y. Mailing Addesss:Box 351, Cooper Station, New York,N.Y. 10003
Civilization Lesson 7. French language, influence on English, ppl 289-291. Grammar Lesson 18. Relative Pronouns pp. 168-171. Grammer Lesson 19. Interrogatives,--.172-5.

EN FRANCE comme sivous y étiez Librairie Hachette. Small maps of Italy, France and Canada with geographical expressions. COURS DE LANGUE ET DE CIVILISATION FRANÇAISES par Mauger. Librairie Hachette. Leçon 51, p. 142,"Les Pronoms Intérrogatifs." Writing Exercises 1,2, p. 143. FRENCH I O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co. Leçon 13, pp. 158-159. Relative pronouns qui and que. Irregular verb: voir, pp.150 and 161. Premiere Revision, Leçons 1-10, pp.117-119. "Un Peu deGeographie." Reading page 120. Teacher's Manual and Key. Churchill, pp.81-82. Première Revision,pp.67-70. LE FRANÇAIS PAR LA MÉTHODE DIRECTE. Robin & Bergeaud. Librairie Hachette. Premier Livre.Exs. 237-38,pp.138-9. Mettez au présent, au passé composé et au futur. Deuxième Livre. Exercise 227, p. 164. Mettez les phrases au futur.

Special Comments

NOTE: Rules concerning the use of relative pronouns, qui and que.

1. Qui is used as the subject of a subordinate clause. The i of qui is never dropped.

2. Que is used as the direct object in a subordinate clause. Qu' is used before a vowel.

3. Qui , as the object of a preposition, refers only to persons.

4. The relative pronoun is never omitted in French, as it frequently is in English.

NOTE: relative pronouns are the connecting work for two clauses in a complex sentence. Stress relationship by giving two statements and requiring in response one complex sentence using qui and que.

MATERIALS: Wall maps and individual maps of France and surrounding countries will be needed.

NOTE: Review the geography of France, locating places in the country. Larger maps of the bordering countries, naming the country, capital city, inhabitants and language.

NOTE: Practise giving and following directions, using an imaginary trip by auto, boat or plane.

Evaluation

READING: "Un Peu de Geographe," p. 121. FREHCN I. op.cit. Using oral and written exercises following for text comprehension.

TEST ON STRUCTURE CHANGES:

Models of two statements to be changed to a complex sentence connected with a stated relative pronoun.

Test on the future tense of irregular verbs: faire
être
aller
voir

(See Robin and Bergeaud for additional exercises to be used as test material for the future tense of irregular verbs.)

(See WORKBOOK IN FRENCH. Two Years) Additional test material concerning the use of interrogative pronouns and adjectives and the relative pronouns.

Lesson 19

Concept To Be Taught

BASIC CONCEPT: Growing understanding of the culture of France to be discussed freely by the students.

SPECIFIC CONCEPTS:

PRESENT the present tense of the verbs, connaître and savoir, and the future tense of savoir, also the past tense of savoir, pouvoir, and vouloir, irregular verbs with similar past participles.

PRESENT the comparative and superlative forms of irregular adjectives, meilleur and pire.

PRESENT the related structures of the regular comparative and superlative forms of adjectives.

PRESENT the verbs savoir and connaître in an exercise designed to clarify the difference in meaning between these two verbs.

PRESENT all forms of the adjective, meilleur.

RECALL the conjugation of verbs which make their past tense using être as auxiliary.

RECALL the agreement of the past participle in verbs conjugated with être, like an adjective.

RECALL the use of de before plural adjectives.

References

AUTIO-LINGUAL Materials:
LE FRANÇAIS VIVANT, I by Louise Couture. Tapes to accompany text. Drills 195-201, on tape reel 7, sides A and B.

Supplementary text material: FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co. Lecon 15, p.177. "De Devant l'adjectif pluriel" See exercise B, p. 183." Leçon 18, p. 227. "Passé Composé with être." "Modèles," pp. 229-232. Leçon 23. "Savoir vs Connaître," p. 300. Exs.pp. 305-307.
Teacher's Manual and Key by Churchill pp. 99-101.

WORKBOOK IN FRENCH. First Year by Eli Blume. AMSCO School Publications, Inc. Grammar Lesson 6. Irregular Adjectives, pp. 74-75.

WORKBOOK IN FRENCH. Two Years. Eli Blume. AMSCO School Publications, Inc. Grammar Lesson 12. Comparison of adjectives. LE FRANÇAIS PAR LA METHODE DIRECTE% Deuxième Livre. par Robin and Bergeaud. p. 12. Exercises for comparing flowers, etc. p.18. Games and Sports. p. 41. Exercise 109. Complete the sentences with the adjective "Meilleur" or the adverb, "mieux."
p. 42. The position of adjectives.
ALM - FRENCH - LEVEL TWO Harcourt, Brace and World. See pp. 61-63.
savoir, present tense.
past tense of savoir, pouvoir, vouloir.

Special Comments

NOTE: The adjectives pire and plus mauvais are interchangeable.

NOTE: Provide ample opportunities for writing practise of all forms of the adjective meilleur.

NOTE: Recall the generalizations concerning the agreement of the past participle with the subject in the etre verbs.

NOTE: Develop a sequential drill on savoir in the *future tense. Previous drills* with voir may be suggestive.

NOTE: Use relative pronouns for asking questions related to sports and studies.

NOTE: Connaître indicates acquaintance with people, places. It always takes a direct object.

NOTE: Savoir indicates knowledge of a fact or of something learned. When followed by the infinitive, it means to know how.

NOTE: Des (some, any) becomes de before a plural adjective which precedes a noun.

Evaluation

TEST: Model sentences using the future tense of savoir; instruct students to change these models to the present tense and to the past tense.

TEST: Model sentences with verbs making their past tense with être, to be changed from the past to the present and from the present to the past. (This may be two tests or one.)

COMPLETION OF SENTENCES:

Use exercises for completion of sentences with the comparative forms of adjectives and a similar group of sentences for completion with the superlative form of adjectives.

ORAL AND WRITTEN:

Construct a model question, for example - "Where did you go"? with adverbs of time, (yesterday, last week, last year), to stimulate answers with the être verbs in the past tense. This may be an oral exercise. After the proper responses have been elicited, it may form a dictation.

DICTATION:

Include most of the être verbs with singular and plural forms.

Lesson 20

Concept To Be Taught

BASIC CONCEPT: The value of speaking foreign languages for the purposes of communication with and understanding peoples of other nations.

SPECIFIC CONCEPTS:

PRESENT a situation through dialogue, or other media for communication the value of multiple language learning.

PRESENT the imperfect tense of verbs in all three conjugations.

PRESENT the imperfect tense of avoir and être.

PRESENT the imperfect tense paired with and compared with the past tense (passé composé).

PRESENT cue words which require the use of the imperfect tense.

PRESENT the use of les deux, nous deux, and other similar expressions.

PRESENT cardinal numbers from 70 to 900.

RECALL number facts with flash cards and arithmetic problems.

References

AUDIO-LINGUAL materials:
LE FRANÇAIS VICANT, I.
tapes to accompany test.
Drills 202-205 on tape reel 7, side B and 8, side A.

Supplementary Text Materials:

Cours de langue et de civilisation. Mauger. Table of numbers. "Nombres." p. 216.

EN FRANCE comme si vous y éties.
p. 10, Part 3. "Je suis étrangère. Je ne parle pas bien français.

ALM - FRENCH - LEVEL TWO.
Harcourt, Brace and World.
The imperfect, p. 85.
Paired sentences contrasting the past tense and the imperfect.

WORKBOOK IN FRENCH. Two Years. Eli Blume. An AMSCO School Publication.
Verb Lesson 7, p. 24. The imperfect indicative. Exs. following, eliminating translation exercises.

LE FRANÇAIS PAR LA MÉTHODE DIRECTE. Robin and Bergeaud. Deuxième Livre.

pp. 27-29 "L'Imparfait."
Exercises 81, 82, 83, 85, 86, 87.

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill.
Ginn & Co.
Leçon 26, p. 346.
"Imparfait." Exercises A, C, D, p. 348.

Special Comments

NOTE: The imperfect tense points to a continuous action or condition.
NOTE: The continuity of action described in the imperfect tense does not tell when the action began and when completed.
NOTE: The endings for the imperfect tense are derived from the first person plural, with the exception of être.
NOTE: Four forms of the imperfect tense sound alike.
NOTE: Spelling changes in the formation of the imperfect tense with some verbs, manger, voyager, nager.
NOTE: Spelling changes in the first person plural in the present tense of the verbs, manger, voyager and nager.
NOTE: The imperfect tense in French is always formed in one word. The English equivalents are for example, I sang, I was singing, I used to sing.
NOTE: The imperfect of avoir is generally translated by had; the imperfect of être is translated by was or were: the imperfect of pouvoir is translated by could.
NOTE: While the past tense (passé composé) expresses the completion of an action, the imperfect stresses the continuity of action.
NOTE: Since it stresses continuity, the imperfect is the tense for description in the past.
NOTE: Spelling changes in the cardinal numbers presented in this lesson.

Evaluation

TESTS ON NUMBERS:

Dictate numbers to be written on the board or at the desk.

Use flash cards for arithmetic problems to be done orally and in writing.

Dictate long columns of numbers to be calculated. Have the students pronounce carefully the correct answer.

ASSIGN text or supplementary materials for practise in writing the imperfect tense.

STRUCTURE CHANGE:

Assign exercises in the present and the imperfect tenses to change to the passe compose.

ASSIGN exercises to write using the past tense of avoir and etre.

Develop writing and oral drill to be used in which the passe compose and the imparfait are paired in sentences.

Lesson 21

Concept To Be Taught

BASIC CONCEPT: The aim of language study remains constant, communication through the heard, spoken and the written word. It may now be possible for the student to use his learnings to express his own likes, wishes and desires.

SPECIFIC CONCEPTS:
PRESENT THE USE OF THE conditional expression and the "if" clause, in other words the "real" condition and the "contrary-to-fact" proposition, to be expressed in a complex sentence.
PRESENT situations well known to the student to inspire conversational use of the "if" clause and the conditional expressions.
PRESENT structures or models with conditional expressions to which the student may reply in one or more ways.
RECALL spelling changes with verbs having the letters -ger in all forms.
PRACTISE familiar models in the present tense. Change these forms to the past tense.
PRESENT the basic conditional expression which employs a complex sentence in the imperfect and conditional tenses.
+PRESENT the basic conditional expression which employs a complex sentence in the present and future tenses.

+PRACTISE changing basic conditional sentence, in present and future tenses, to the past, using the imperfect and conditional tenses.

References

AUDIO-LINGUAL MATERIALS:
LE FRANÇAIS VIVANT, I.
Tapes to accompany text.
Drills 206-208 on tape reel 8, side A.
SUPPLEMENTARY TEXT MATERIAL:
ALM - FRENCH - LEVEL TWO.
Harcourt, Brace and World.
p. 111. The IMPERFECT.
Contrasted in pairs with the passé composé. The imperfect and the Passé Composé contrasted in the same sentence, p. 112.
The Imperfect and the Passé Composé paired in the same sentence, page 112.
Meaning Drill and Exercises, pp. 113-118.
FRENCH I. O'Brien, LaFrance, Brachfeld, and Churchill. Ginn & Co.
pp. 349-350. Leçon 26. Exercises on the use of the imperfect and the passé composé.
Suggested Reading Passages, page 19 and 176.
WORKBOOK IN FRENCH, First Year. Eli Blume. p. 111, Lesson 16. Exercises in writing the date in French.
WORKBOOK IN FRENCH. Two Years. Eli Blume. p.121
Writing practise for expressing the date in French.
page 60. Verb Lesson 16. Conditional sentences. Summary of tenses used in the Si Clause and the Main or Result Clause. Exercises A,B,C.
COURS DE LANGUE ET DE CIVILISATION Mauger. p.124.
"L'Imparfait de l'indicatif (la duree)
Exercise 4, p. 125.
p. 126. "L'Imparfait de l'Indicatif"
Exercise 6, p. 127.

Special Comments

NOTE: The presentation of the complex sentence with the "if" clause can rest upon the students' learnings in other structures. Begin with repetition of earlier structures, for example changing a sentence in the present to the past tense. Proceed to new conditional expressions in the ordinary combination of tenses.

NOTE: Several presentations of these structures should be planned varying the material presented. Suggested exercises may be used for variety. Also writing and listening practice in alternation may reinforce learning.

NOTE: The imperfect tense is used to express a past event or condition as being progress.

NOTE: With the cue word being when the imperfect is frequently used to provide background for an event taking place at a single point in time.

NOTE: The imperfect may be used to indicate an habitual or repeated act, cue words being, "In the old days," or "I used to."

NOTE: Sequence of tenses in the conditional expressions: if a possibility or condition is expressed in the present, the result will be expressed in the future. Secondly, if a possibility or condition is expressed in the past tense the result will be expressed in the conditional.

Evaluation

WRITING DRILLS: (See ALM - French - II).

1. Paragraph to be changed from the présent to the passé composé or imperfect to fit the situation.
2. Write new sentences using nouns, preposition, adverbs, cues given for each new sentence.
3. Simple narrative to write in French.

SUGGESTED READINGS:
Lecture, p. 90. FRENCH I% (Ginn & Co.)
"Henri n'est pas attentif."
Lecture, p. 176.
"Henri a faim."

Procedures:
Use above reading passages for listening and comprehension test. Questions supplied after the passage. Use above reading passages for oral reading pleasure. After these selections have been used for reading and pronunciation practise, use them as basis of writing exercises. Direct the students to change the time of the paragraph and the tense of the verbs. Introduce a new condition which might have existed and ask the students to "rewrite" the lectures.

WRITING practise for expressing the date in French. See Workbook II.

ASSIGN written homework: Pattern drills using the future and conditional tenses of regular and irregular verbs.

Special exercises to practise the spelling change in: acheter and appeler.

Model sentences in a variety of tenses to be written in the negative form.

Lesson 22

Concept To Be Taught

BASIC CONCEPT: Supplementary Readings are supplied at this point to give the beginning student a feeling of command over the language by encouraging him to realize that he can read and hear familiar and unfamiliar in unfamiliar contexts with understanding.

SPECIFIC CONCEPTS: PRESENT indefinite pronouns used as object and subject.

EXPAND this presentation to include negative and interrogative forms with the indefinite pronouns asobject and subject.

FORMULATE the above presentations in the past tense as well as the present tense.

PRESENT new expressions and new vocabulary in the context of a dialogue, a drama, or a song.

STIMULATE the students to recapitulate some of their previous learnings in the form of brief dialogues.

PRESENT suggested readings to permit students to relate the sound system to the written symbol.

PRESENT cultural lesson concerning the industries and agriculture of France.

RECALL location of best-known provinces in relation to the best-known products of France.

RECALL days of the week, the seasons, and the months with questions about special days and special activities and sports appropriate to each season.

RECALL the use of the conditional expression summarizing the sequences of tenses in a variety of exercises.

AUDIO-LINGUAL MATERIALS:
LE FRANÇAIS VIVANT, I tapes to accompany text. Drills 209-216, on tape reel 8, side A.

SUPPLEMENTARY TEXTS:
WORKBOOK IN FRENCH. Two Years by Eli Blume.
p. 282, Civilization Lesson 5. Agriculture and Industry. (Se maps for location of agricultural and industrial products.)

WORKBOOK IN FRENCH. First Year by Eli Blume., p.134, 135. Idiom Lesson 5. Miscellaneous Idioms and Expressions. (Use of rien, personne, and other expressions) See exercises.

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co. pp. 96-7. Leçon 9. Exs. pronom on, especially ex. C., p. 97.

SUGGESTED READINGS:

p. 103. Lecture Supplementaire, discussion of sports in each season. "C'est l'hiver." p. 334. "On est en retard."

LE FRANÇAIS PAR LA MÉTHODE DIRECTE Robin and Bergeaud. Librairie Hachette.
p. 96. "La phrase conditionelle aux trois temps." Exs. C and D.
p. 158. "Un voyage en France." with a map. Exercises and questions concerning places and products in France.

Special Comments

NOTE: *On* is a general subject that stands for nous, vous, ils and elles. The verb form is in the third person singular.

NOTE: In the use of the indefinite pronouns, *personne*, *rien*, and *quelqu'un* as subjects of the verb, the negative *ne* is related to the verb as in other negative forms.

NOTE: In the use of the indefinite pronouns as subject or as object, the pronoun takes the place of the negative expression *pas* and stands alone with *ne*.

NOTE: Reading passages may be adapted for use as a brief drama, or form the basis for a writing drill. First these should be used for reading and listening comprehension.

NOTE: The conditional expression should be reintroduced and practised for secure control.

Evaluation

SUGGESTED READINGS:
"C'est l'hiver." (French 1)
"On est en retard." " 1)
(Check on students' ability to pronounce unfamiliar words in context and to relate the sound system to the written symbol.)
Questions following Lecture for listening comprehension test.

See Workbook II. Agriculture and Industry in France. Identification of provinces and products.
1. True-False statements.
2. Completion of statements.

WRITING DRILL:
1. Change tense of the verbs in reading exercises to imperfect and the past tense.
2. Change subject of model sentence to the indefinite pronoun.

DICTATION:
1. A series of questions using the indefinite pronouns.
2. A series of statements using the indefinite pronouns.
3. A series of questions and statements using the indefinite pronouns with compound tense.

Lesson 23

Concept To Be Taught

BASIC CONCEPT: A secure grasp of structure and sound in the language is the primary and unchanging aim of all language learning.

SPECIFIC CONCEPTS: Present the verb form for expressing the near future of the "futur proche." Present the verb form for expressing the recent past or the "passé récent." Present the common uses of the pronouns y and en.

EMPLOY familiar models and direct the students to make the suitable changes for expressing the near future and the recent.

EMPLOY familiar models and direct the students to make the necessary change using the pronouns y and en.

RECALL the use of the irregular verbs, vouloir, savoir and pouvoir. Use questions calling for responses with the various tenses previously learned.

FOLLOW the recall of the verbs listed above in a sequential pattern with the verb forms for expressing the near future and the recent past.

RECALL adverbs of time in relation to expression of the near future.

RE-ENTER the use of the expression il y a in the affirmative and the negative forms.

INTEGRATE the use of the expression, il y a, with the use of the pronoun en, in affirmative and negative forms. INCLUDE exercises for practising the imperative form with the pronouns, y, en in the negative and affirmative.

RE-INTRODUCE familiar material for practise of structure changes.

References

AUDIO-LINGUAL MATERIALS:
LE FRANÇAIS VIVANT, I. tapes to accompany text, drills 217-220, 8, side A.

SUPPLEMENTARY TEXT MATERIALS:
LE FRANÇAIS PAR LA MÉTHODE DIRECTE. Robin and Bergeaud. Librairie Hachette.
p. 50. "Les verbes domi-auxiliares." aller (futur prochain) and venir de (Passe immediat) Exercises suites.

COURS DE LANGUE ET DE CIVILISATION FRANÇAISES by Mauger.
p. 60. Leçon 22. "Le futur proche." Exs. 1,2,3. suites.
p. 62. Leçon 23. "Le passe recent." Exs. 1,2,3,4 suites.

FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill. Ginn & Co.
p. 248, Suggested Reading for aural comprehension. "Les marches de France." Questions following.
p. 272, Leçon 21. Use of pronouns y and en.
p. 323, Leçon 25.
le futur proche, p.325
le passé récent, p. 327

EN FRANCE comme si vous y étiez. p. 28, part 8, "Véronique achète..." (au grand magasin de Paris)
p. 32, part 9. "Ou voulez-vous aller"

WORKBOOK IN FRENCH. Two Years by Eli Blume.
p.164. Grammar Lesson 17. Pronouns y and en. Exs. for testing. Suggested Reading: pp.31011. Questions, aural comprehension. ALM -FRENCH-- LEVEL TWO. Harcourt, Brace & World. pp.76-83. Structure drills with pronouns, y and en. The Imperative form.

Special Comments

NOTE: The expressions called the near future and the recent past are used in the imperfect tense as well as the present.

NOTE: The infinitive form of the verb follows the use of aller to express the near future.

NOTE: The infinitive form of the verb follows the use of venir de to express the recent past.

NOTE: in the form expressing the immediate future, the object pronoun precedes the infinitive.

NOTE: The pronoun y replaces expressions of location introduced by a preposition such as à, chez, devant, dans The pronoun y precedes a verb except in the affirmative form of the imperative. It is never omitted in French.

NOTE: The pronoun en replaces nouns used in a partitive or in an indefinite sense. It means "some of it, or of them" and "any of it or them". En precedes a verb except in the affirmative imperative. It also precedes voici and voilà. It is never omitted in French.

NOTE: The pronoun y is not used with the future form of the verb aller.

NOTE: The pronoun y usually replaced à + noun. The pronoun en usually replaces de+ noun.

NOTE: The pronoun y does not replace a prepositional phrase referring to a person.

NOTE: The pronoun en makes liaison with a following word which begins with a vowel or a vowel sound.

Evaluation

SUGGESTED READINGS:
p. 248. FRENCH I. Ginn & Co.
p. 310. Workbook in French. Two Years.

PROCEDURE: The teacher reads aloud the selected passages and then asks questions to test students' aural comprehension.

WRITING DRILLS:

1. Change model sentences replacing noun or adverb phrase with the pronoun y.
2. Change model statements replacing partitive + noun with the pronoun en.
3. Model sentences using the pronoun en with the passe compose, cue words for changes supplied.
4. Model sentences in the affirmative-imperative to be changed to the negative-imperative.
5. Model sentences with the pronouns, y and en, to be changed from negative to affirmative.

DICTATION:
Make note of forms which cause difficulty and give some model sentences in a series of sentences. Review use of the imperfect tense. Use cue words for necessary response with the imperfect tense.

Lesson 24

Concept To Be Taught

BASIC CONCEPT: A basically audio-lingual approach to language learning is the most efficient means of acquiring the fundamental skills in a second language and should now result in the student's ability to synthesize his learnings and to formulate meaningful responses.

SPECIFIC CONCEPTS:

PRESENT the irregular verb, mourir, also the irregular verbs, naître and vivre, in the present and past tenses with personal pronouns and noun subjects.

PRESENT the basic use of the common prepositions.

PRESENT the use of en and à with geographical terms, the names of cities, provinces, countries, continents.

CONSIDER various methods of transportation, using en and à.

RECALL the future tense of irregular verbs, falloir, être, faire, aller, vouloir, savoir.

PRESENT the common uses of other prepositions, de, avant, devant, chez.

RECALL the basic use of the partitive article, also the form of the partitive in a negative statement.

PRESENT drills in closely related sounds. Have the students listen and repeat. Provide sheet for student to indicate correct and incorrect grasp of sounds.

PRESENT a variety of reading passages for testing aural comprehension. Use the prepared questions for aural comprehension and then permit students to see the passages and read and answer the questions.

PRESENT a topic for discussion which has the students keenly involved in their own school.

References

AUDIO-LINGUAL MATERIALS:
LE FRANÇAIS VIVANT, I tapes to accompany text. Use drills 221-225 on tape reel 8, side A.

SUPPLEMENTARY TEXT MATERIALS:
FRENCH I. O'Brien, LaFrance, Brachfeld and Churchill
Suggested Readings with questions.
"La Bretagne" p. 267
"La Normandie" p. 269
"Résumé", "Travail Oral." following. (See other selections on the Provinces.)

LE FRANÇAIS PAR LA MÉTHODE DIRECTE. Robin & Bergeaud.
p. 4. "L'Article Partitif"
p. 5 "La Préposition de ou d'"
p. 39 "Les Trois verbes, mourir, vivre, naître à tous les temps connus."
p. 49 "Les Prépositions devant les noms de pays et de continent"

SUGGESTED READINGS:
PREMIÈRES LECTURES CULTURELLES by Arsene Croteau and Arthur M. Salvi. American Book Co. 1952.
1. Villes de France
2. Fleuves de France
3. Les Provinces
Questions following

ALM - FRENCH - LEVEL TWO
p. 183. Verbs with irregular Future Stems; drills following, especially on present and future tenses.
p. 184. Writing Drills

WORKBOOK IN FRENCH. TWO YEARS by Eli Blume
p. 192. Grammar Lesson 25. Prepositions with the infinitive.

ÉCOUTER ET PARLER. Côté, Levy, O'Connor. p. 200. Signalisation. (Traffic Signs. Avertissements - Ads)
p. 232, p. 246. Pattern Practice.

Special Comments

NOTE: Colloquial use of the verb mourir. For example, "I am dying of thirst." "I am dying of curiosity."

NOTE: En is used when one enters a vehicle; à is generally used for vehicles which one cannot enter.

NOTE: Writing practise in both tenses of the verb, mourir should be provided. It is suggested that the verbs, naître and vivre be included here in all tenses and that the students write sentences using various pronoun and noun subjects, as well as the various tenses of the verbs.

NOTE: Some verbs require à and others de before an infinitive. Some verbs are followed directly by the infinitive. Most adjectives and nouns require de before an infinitive.

NOTE: An infinitive that is passive in meaning is preceded by à.

NOTE: An impersonal expression such as il + être + adjective requires de before the infinitive.

NOTE: Practise exercises should be supplied to help the students discriminate between the cases for use of devant and avant.

NOTE: Refer to such typical use as de after the verb sortir and dans after the verb entrer.

NOTE: The pronunciation drills may be used to test acuity of hearing and identification and reproducing French sounds.

Evaluation

READING SELECTIONS for testing aural comprehension with prepared questions. Test to be made after listening only and then after reading with answers in writing.

SUGGESTED READINGS:
FRENCH I. Ginn & Co.
p. 267.
I. "La Bretagne"
II. "La Normandie"
"Résumé and "Travail Oral"
See othersuggested readings.

TEST ON PRONUNCIATION:

1. Use test on closely allied sounds first for listening acuity and identification. Individual student should have sheet for checking.
2. Expand test to integrated skills of hearing, pronouncing, reading and writing. Check on each student's ability to discriminate between closely allied sounds.

WRITING DRILLS
ALM - FRENCH - LEVEL TWO
p. 184.

1. Rewrite sentences, changing the verb from the present to the future.
2. Write a paragraph, supplying the appropriate present or future form of the verb indicated.

WORKBOOK IN FRENCH. TWO YEARS. p. 192. Exercises on the use of prepositions.

FRENCH
LEVEL ONE
TEACHER'S LIST OF MATERIALS, INCLUDING GUIDES

TEXT: LE FRANÇAIS VIVANT, I. TEACHER'S GUIDE, tapes to accompany text.

LE FRANÇAIS VIVANT, I. by Louise Vouture. Charles Marrill Books, inc., Columbus, Ohio
Teacher's Guide to LE FRANCAIS VIVANT, I. by Louise Couture. Charles Merrill Books, Inc.
Merrill Language Tapes by Louise Couture Greenberg (consultant)
Drills prepared by Karen Dunlop. Eight tapes, including 225 separate drills.
Text copyrighted by Charles E. Merrill Books, Inc. Columbus, Ohio 43216.
Teacher's Script of Tapes prepared by the Staff of Farmington High School.

PETITES CONVERSATIONS by Julian Harris and Hélène Monod-Cassidy. Edition with Teacher's Guide.
D. C. Heath and Company, Boston

COURS DE LANGUE ET DE CIVILISATION FRANCAISES. Tome I.G. Mauger. Librairie Hachette. 3 LP records to accompany text. Laboratory Tapes to accompany text. Filmstrips and accompanying script.

ALM - FRENCH - Level One. Harcourt, Brace and World, Inc. New York. Text. Dialogues in records sets. Laboratory Drills.
ALM - FRENCH - Level Two. Harcourt, Brace and World, Inc. New York. Text.

ÉCOUTER ET PARLER, Teacher's Edition by Côté, Levy, O8Connor. Holt, Rinehart and Winston, New York. Text only.

NEW FIRST-YEAR FRENCH. O'Brien and LaFrance. Ginn and Company. Text.

FRENCH I. O'Brien, LaFrance, Brachfeld, Churchill Ginn and Company. Text.
Teacher's Manual and Key by Gladys G. Churchill. To accompany French 1. Ginn & Co.

WORKBOOK IN FRENCH, FIRST YEAR by Eli Blume.
Set of thirty copies only for classroom use.
AMSCO SCHOOL PUBLICATIONS, INC 315 Hudson St.
New York, N.Y.
100013

WORKBOOK IN FRENCH, TWO YEARS by Eli Blume.
Set of thirty copies only for classroom use.
AMSCO SCHOOL PUBLICATIONS, INC 45 East 17th St.
New York
Mailing Address: Box 351, Cooper Station, New York
New York 10003

INTRODUCTION TO FRENCH CURRICULUM GUIDE LEVEL II

It seems advisable that something be said about the presentation of material in the guide for this level and the choice of the text itself. As more and more of our students require two or more years of a modern foreign language for admission to college and to specialized training institutions, we must present a language program which can be either terminal or form a basis for advanced work.

It has been difficult to secure a series of texts which will stimulate the more gifted student and also to keep up the interest of those who are working to the best of their ability with only average success. It has been a problem for the teacher to clearly define in his own mind the level of achievement which should be set when the same traditional type text is being used as in the past. We are of the opinion that Le Francais Vivant Level II will provide not only an attainable level of performance which can be used as a basis for promotion and evaluation but also a unified program of class and laboratory work which will not vary appreciably from one teacher to another, or from one school to another at a later date.

At the time of the writing of this original guide for Level II, we have been working with several handicaps.

(1) We have not used the book in class as of this date.

(2) No teacher's guide is available except for Level I.

(3) No tapes will be available until the fall of 1966.

(4) No script of the tapes will be available at all
(if they continue the same plan as in Level I).

We would like Level II to reinforce and to supplement what has been presented in Level I and also to provide a sound basis for the introduction of the more difficult Holt, Rinehart and Winston series toward which we are leading. We have tried to keep their methods in mind while working at this second level. Teachers are encouraged to read the teacher's guide for Hablar y Leer as well as Parler et Lire since many of the same techniques can be used.

It will be helpful if teachers will make every effort to supplement the rather sketchy reference material and comments listed in this guide with those from their own experience. Those techniques which appear to be especially a propos or helpful should be written into the guide itself in order that we can all share in these findings and they can be incorporated into the guide when it is rewritten.

In the matter of reference material we have drawn rather heavily on both Mauger I and Mauger II since this text has been in use here for some years. In the newer texts it becomes increasingly difficult to find grammar references or exercises since these concepts are presented functionally. Perhaps more of these references can be found in Parler et Lire and so marked since the students will meet them next year.

Under special comments and evaluation we have drawn from our experience during the writing of thie guide. We are hopeful that other suggestions will be freely advanced so we can include them at a later date.

SUPPLEMENTAL MATERIAL (FRENCH II)

Formerly we used a reader at the second year of French in conjunction with Mauger II. This was done to provide some variety for the students and to further develop their reading skill. This use of a reader has the advantage of allowing one more-advanced section of a class to be actively engaged while slower sections are catching up in the basic text. In this manner they can all be kept at the same level for the examinations. Conversely it could be used at a more advanced level where one section is lacking in reading skill and overall achievement, to allow their level to be reached by those advancing rapidly from a lower level.

The book is Souvenirs de la France (Keating-Eldridge) published by the American Book Company in 1949. Since an effective tool for reading comprehension is vocabulary mastery we have been able to effectively supplement the reader with a French dictionary as an aid in developing this latter skill. The reference book is the Dictionnaire Fondamental de la Langue Francaise (Gougenheim) published by the Chilton Company in 1958. The reader is provided with a French-English reference section. Students should be asked to resort to this only when absolutely necessary. (In practice this is impossible to control but this depends on the individual involved). The French dictionary is used for all vocabulary questions. Sometimes the definition is given and the corresponding word asked, other times this process is reversed. It is necessary that the dictionary be checked in advance to make certain that the word in question is defined. In this way the students increase their vocabulary and also form the habit of using French for their explanations.

For several years we have used a monthly magazine (Chez Nous published in French and partly recorded) to provide variety. At present enough copies are provided to take care of the largest section. It is used in class or in the laboratory after which the copies are picked up. It can be given to the last section which uses it for their personal use. We have found the material prep sented in the magazine of current interest with the vocabulary especially effective. The use of the magazine is pretty much up to the individual teacher in its application.

We also have two film strips, records and guides put out by Teaching Audio Visuals, Inc. of New York, New York. These are entitled "La Douce France" and "Paris, La Ville Pour Flaner." They are excellent in providing a dictee which can be administered in the lab to the more advanced students. They have the disadvantage, however, of speaking faster than a person can write legibly. Thus the dictees should be given in short sections and an opportunity given to recopy.

REFERENCE BOOKS FOR LEVEL II FRENCH

The list of reference books for Level II French should include about everything used in Level I, as well as a few of those to be used in the more advanced levels. In the Level II guide the following have been found helpful:

(1) Cours de Langue et de Civilisation Francaises (Mauger)
Hachette Level I Revised 1961

(2) Cours de Langue et de Civilisation Francaises (Mauger)
Librairie Hachette Level II Revised 1955

(3) Cours Elementaire de Francais (Dale and Dale)
D. D. Heath and Co., Second Edition

(4) Cours Moyen de Francais (Dale and Dale)
D. C. Heath and Co., Third Edition

(5) AL-M Level I Harcourt, Brace, and World 1961

(6) First-Year French (O'Brien and La France) Ginn & Co.
1958

(7) Le Francais: PARLER ET LIRE (Langellier, Levy and
O'Connor) Holt, Rinehardt and Winston, Inc. 1964

(8) Teacher's Guide for above

(9) Le Francais Vivant I (Louise Couture)
Charles E. Merrill Books, Inc. 1965

(10) Teacher's Guide for the above

(11) Initiation a la Culture Francaise (Parker and Grigaut)
Harper and Row Publishers 1963

(12) L'Heritage Francais (Francois Denoeu) Holt, inehart
and Winston 1953

(13) French Review Exercises (Phyllides) Educator's publishing Service 1965

(14) Dictionnaire Fondamental de la Langue Francaise
(Gougenheim) Chilton Company 1958

FRENCH--LEVEL II

Concept To Be Taught	References
UNIT ONE	
(a) Review of present tense of first conjugation verbs Review of present of aller	Mauger I, p. 25 Dale & Dale, pp. 77-78 ALM Level I - Unit Four Replacement drill, p. 6
(b) Review of definite and indefinite articles	Mauger I, pp. 4-7 O'Brien & La France, pp. 22-23 and 64 ALM Level I--Units Three and Five selected frills of replacement type
(c) Review of plurals of nouns	Mauger I, pp. 5, 15, 74-76 Dale & Dale, pp. 23, 43, 85 (footnote) and 300
(d) The French Heritage	
(e) Reading comprehension and written exercises	Teacher's Manual of Parler et Lire, pp. 13 through 20

Special Comments	Evaluation
It appears that the language laboratory can be used here to effectively recall the sounds. Frequent use is especially recommended at the end of summer vacation.	No formal evaluation until later
Listen for students' ability to differentiate the various forms. The ALM drills should be selected in advance or they lose their effectiveness.	No formal evaluation until later
Several written exercises as a pre-test may be given or extensive use made of the chalk board with students correcting the mistakes.	A short quiz seems advisable to pick out students having problems with these forms.
This reading on Villon starts a series which is continued in later chapters on various aspects of French culture. No suggestions are given us on how to utilize it but it should lend itself to conversation in the language.	It will be advisable to test the students on their retention of this material after two or three units have been covered.
Students should be well enough prepared to do these exercises orally with books closed.	Frequent tests should be given on selected questions with the questions often given orally.
The answers to the questions should be assigned as homework.	

Concept To Be Taught	References
UNIT TWO	
(a) Review of present tense of finir, avoir and etre.	ALM lEVEL I, Unit 10, selected drills on pp. 4-5 (finir) Unit 2 drills on pp. 4-5 (avoir) Unit 5 drills on pp. 8-9 (etre)
(b) Review of interrogatives and negatives	Francais Vivant Level 1, pp.9-13 and 32-33 Dale & Dale, pp. 33, 34 and 78
(c) Pascal	Initiation a la Culture Francaise pp. 119-121, 189-190
(d) Comprehension and writing practice	Teacher's Manual of Parler et Lire, pp. 22-23 (writing skills)

Special Comments	Evaluation
Use short laboratory drills and sessions	Formal evaluation postponed until later.
Use both est-ce que and the inversion in the interrogatives.	
Many of the sentences of the reading can be made interrogative or negative.	
Some simple conversation can be attempted on the culture or someone may volunteer to summarize.	Formal evaluation postponed until later.
Written homework should be collected regularly and gone over as far as time permits for errors common to most papers. The papers can then be returned and gone over in the class (possibly with the overhead projector) with the students correcting the errors. At times they can be collected again and inspected for accuracy.	

	Concepts to be Taught	Reference
	UNIT THREE	
(a)	Present tense of third conjugation verbs such as *vendre*.	Teacher's Guide of *Parler et Lire* (grammar tests at the end of each chapter)
(b)	Possessive adjectives	As above, p. 48 (possessives)
	Demonstrative adjectives	As above, p. 140 (demonstratives)
(c)	Personal subject pronouns with emphatic forms	O'Brien & La France, p. 244
(d)	Jeanne D'Arc	Initiation a la Culture Francaise pp. 19, 55, 57-59, and 72

Special Comments	Evaluation
It can be pointed out that the singular verb endings of s,s,t or s,s,-, result from d and t being dentals and thus like sounds.	This is an appropriate spot to pause and give a formal written test on the major points of grammar covered in these first three lessons. The type of grammar quiz used in Parler et Lire at the end of every chapter is a good form to use.
	As Above
	As above
	Part of the exam shoud be a multiple choice or true-false series on the culture presented in the first three lessons.

Concept To Be Taught	References
UNIT FOUR	
(a) Verbs ending in -*ger* and -*cer*	O'Brien and LaFrance, p.289 *Parler et Lire*, p. 338
(b) Present tense of *lever* and *acheter*	Mauger I, p. 112 *Parler et Lire*, p. 336 Dale and Dale, pp. 112, 249-250
(c) Review and continuation of qualifying adjectives	Dale and Dale, pp. 315 (list) Mauger I, pp. 8,9,12,13,78,90, 93,94
(d) Personal pronouns as direct objects (review)	Mauger I, p. 104 Dale and Dale, pp. 190-191, 223-224 ALM Level One, Unit 11, pp.5-6
(e) Rodin	L'Heritage Francais, pp.183-4
(f) Reading comprehension	
Writing practice	

Special Comments	Evaluation
	Best evaluated as these words occur in subsequent use.
This concept should be clearly understood before leaving it. The future should be covered at the same time.	A quiz should be given mixing up the verbs which change and those which do not.
Pay close attention to students' pronunciation since this shows extent of their mastery of this concept.	Some of these adjectives can be included in most subsequent tests given.
Try having the students make up some questions in advance of the class on this subject. Use techniques discussed previously or try out some new ones. It is advisable to keep varying the method to provide as much variety as possible.	Formal evaluation postponed until later.

	References
(a) Verbs ending in-*eler* and *-eter*	Mauger I, p. 112 Dale and Dale, pp. 112,249,250 *Parler et Lire*, pp. 335-336
(b) Passe compose with *avoir* (review)	Dale and Dale, pp. 298-299 Mauger I, p. 44 ALM LEVEL I, Unit 11, pp.6-7 p. 10 (replacement)
(c) Position of adjectives	Dale and Dale, pp. 43-44 O'Brien and LaFrance, pp.163-6 *Parler et Lire*, p. 409
(d) Indirect object pronouns (review and continuation)	Dale and Dale, p. 250 Mauger I, p. 106 ALM LEVEL I, Unit 10, pp.8-9 ALM LEVEL I, Unit 11, pp. 5-6
(e) Napoleon	Initiation a la Culture Francaise pp. 157-161
(f) Reading comprehension Writing practice	

Special Comments	Evaluation
Cover the future at the same time.	
Give numerous drills in class and at frequent intervals.	
Use the language laboratory for the irregular verbs.	Follow up the lab sessions with a quiz on that material.
As discussed previously	Postponed until after next lesson
At times it may be desirable to have the class give a quick translation provided that all try to participate.	As above

	Concept To Be Taught	References
	UNIT SIX	
(a)	Present tense of *venir* (irregular)	
(b)	Future of first conjugation verbs (review	Mauger I, p. 56
(c)	Conditional of regular verbs (review)	Mauger I, p. 174
(d)	Future of *avoir* and *etre*	Mauger I, p. 56
(e)	Contracted articles and partitives	*Francais Vivant Book I*, p. 85 Dale and Dale, pp. 76, 102 French Review Exercises of the Educators Publishing Service
(f)	Napoleon	Initiation a la Culture Francaise pp. 157-161
(g)	Reading comprehension Writing practice	

Special Comments	Evaluation
Through class discussion try to bring out the similarity of the verb endings of the future to the present tense of *avoir*.	
As above, try to have the class bring out the obtaining of the stem, also the source of the endings.	This should be a good time to give an examination on these last three lessons. It is suggested that the teacher include any particular items from the first three lessons which seemed to give trouble, for *retest* purposes. *Before testing read the note below.*
Selected exercises from the French review book just mentioned can be used for either additional class drill or for evaluation at the option of the teacher.	
Same techniques as used previously	
It would be well to give short unassigned dictees at intervals, possibly as part of the exam.	Assign the culture assignment of the next lesson before testing on Napoleon since the lesson ends do not coincide.

Concept To Be Taught	References
UNIT SEVEN	
Verb Review	Francais Vivant, p. 91 (a)
(a) *vouloir* (present)	
(b) *aller* (future)	Francais Vivant, p. 159 (b)
(c) *voir* "	Francais Vivant, p. 181 (c)
	Mauger I, p. 58 (other irregular futures)
(d) The passe simple (introduction)	Mauger II, p. 32 - formation
	p. 36 - *avoir* and *etre*
	p. 38 - verbs in -*ins*
	p. 40 - verbs in -*us*,*re*,*oir*
	p. 42, verbs in -*is*
(e) Comparison of adjectives	Francais Vivant Level I,p.138
(some irregular forms)	French Review Exercises, p.63

Special Comments	Evaluation
The verb pouvoir follows the same model.	Formal evaluation can be postponed until later.
The reading "Une Lecon" may be gone over again changing the tenses to the present whenever possible.	Informally the material should be covered until the class has performed satisfactorily.
In any situation where the verb form is not given quickly the student should be asked to supply the infinitive of the verb for identification.	
Give special attention to the third person singular and plural since these are most commonly used in reading.	In the learning of any new tense such as this one, it is suggested that the forms be introduced orally. The text is well supplied with drills for class and laboratory use. It would be well to have a tape recorder in the room every day and do a few drills when the laboratory cannot be used. Some effort should be made to evaluate orally after each lab session. Students who are having difficulties should be given additional help, either in the class or in the lab, possibly a combination of each.
This test has a long list of sentences, most of which are suitable for practice.	Postponed until later

Concept To Be Taught	References
UNIT SEVEN (continuation)	
(f) Napoleon	See previous references
(g) Reading comprehension Writing practice	*Parler et Lire* Teacher's Guide pp. 12-21

Special Comments	Evaluation
It has been suggested that this be covered with earlier units to avoid confusion.	Formal evaluation with previous related chapters.
This is a good time to look at what we are trying to accomplish in reading, which is reading comprehension. In the absence of a guide for Level II, the guide for Parler et Lire can be very helpful. Try to encourage the class to use the dictionary pages only as a last resort, or to confirm words whose meanings have already been deduced. Before assigning the comprehension section go over it orally with the class in the target language to aid in the introduction of new words. Many students will not do this unless they are encouraged to do so. Do not interpret the "punch lines" (when they occur). Leave this until the next class session. Work with the books closed and vary the questions from time to time so they cannot give the answer without first listening to the question.	Evaluation of the comprehension section of each unit can be made at once, not waiting until several units are covered. The TRUE and FALSE questions can be given at times by an overhead projector, other times the material can be duplicated in advance. The same techniques can be used for filling in the blanks and for the questions. After a time the students having difficulties with the oral or the written presentation or testing, can be identified and proper steps taken to assist them.

Concept To Be Taught	References
UNIT EIGHT	
(a) Future of pouvoir faire	Francais Vivant, p. 150 (pouvoir)
	Francais Vivant, p. 160 (faire)
	Dale and Dale, p. 249 (future after quand)
	Dale and Dale, p. 250 verbs with mute e
	Dale and Dale, p. 288 list of irregular futures
	Dale and Dale, p. 289 future of il y a and il faut
(b) Passe simple avoir etre	Mauger II, pp.32,36 and following
(c) Imperfect	Francais Vivant I, pp.206-7
	Mauger I, p. 124 (formation)
	Dale and Dale, pp. 330-1 (use)
(d) Adverbs (review)	Francais Vivant, p. 105 (quantity)
	" " p. 118 (time)
	" " p. 138 (manner)
(continuation)	French Review Exercises pp.35-6

Special Comments	Evaluation
Pay close attention to the pronunciation of the endings since some students are prone to confuse the sound of the endings.	Use some quick evaluation of verb forms almost daily. Postpone formal evaluation until later.
These verb forms are very important because of their use as auxiliary verbs. Consequently they should be stressed.	As above
The verb etre is very irregular. Imperfect is formed from the present participle (etant)	As above
These basic sentences could be redesigned to make a simple statement, then a comparison and finally a superlative.	As above

Concept To Be Taught	References
UNIT EIGHT (Continued)	
(e) Moliere	L'Heritage Francais, pp.90-99 Initiation a la Culture Francaise numerous single page references
(f) Reading comprehension Writing practice	

Special Comments	Evaluation
Special effort should be made to establish this writer in the student's mind on account of his extreme importance.	A multiple choice type test could be prepared, if possible, to evaluate the extent of the students' retention.
This comprehension exercise is continued from previous lesson.	Try to evaluate both parts of this reading at the same time.

Concept To Be Taught	References
UNIT NINE	
(a) Reflexive verbs (review)	Francais Vivant I, p. 128 Mauger I, p. 64--affirmative and negative p. 66 passe compose
(b) Passe Compose (with *etre*)	Mauger I, p. 223 (list of verbs used with *etre* but shown as opposites)
(c) Adverbs in -*ment*	Francais Vivant I, p. 138 Dale and Dale, p. 235
(d) Louis XIV	L'Heritage Francais, pp. 76-90
(e) Reading Comprehension Writing practice	

Special Comments	Evaluation
Relate to the early use of s'appeler in the case of students who seem to have trouble with this concept.	Since this can be considered the end of a group of three lessons, a formal evaluation of them is advisable at this time.
It would be well to stress that reflexive verbs use etre in compound tenses as well as the list of those showing motion or change of state.	The concepts covered in Lessons 7,8, and 9 should be stressed. It would be well to include some review questions from the earlier lessons as well to keep them in the students' minds.
	As above
The more advanced classes may spend more time on such culture as this while the slower classes are covering the other material.	Prepare some type of formal evaluation on culture on Units 8 and 9.
	The test of page 133 of the text can be given out of order to test the extent of their knowledge then repeated at a later date.
	These exercises do not seem very appropriate for formal evaluation and should merely be covered orally in class.

	Concept To Be Taught	References
	UNIT TEN	
(a)	Verb *savoir* Present and future	Francais Vivant I, p. 92 (present) " " p. 194 (futur)
(b)	The *futur proche* (Review)	Francais Vivant I, p. 240 Mauger I, p. 60
(c)	Conditional sentences (Review and continuation)	Francais Vivant I, p. 216
(d)	Pronouns *en*, *y*, and *le* (Review and continuation)	Francais Vivant I, p. 241 Dale and Dale, p. 289 (y)
(e)	La Fontaine	

Special Comments	Evaluation
Point out the difference in use between *savoir* and *connaitre*. Some sentences can be made up to have the blank filled with the correct form of the correct verb. The overhead projector can be used effectively for pre-test activity.	No mention has been made in this guide up to now as to the use of the first reading of each lesson. They seem to be a means of introducint the grammar points as well as to provide a subject for conversation.
Simple sentences can be used to illustrate this concept, either shown on the overhead projector or given orally. Change the sentences from the *future* to the *futur proche* and vice versa.	The students should be well enough prepared to answer the questions suggested in the text. It may be necessary to go over them once with books open, then with the books closed. The students can be required to write out the answers to the questions as home work, especially if they seem to be neglecting this part of the lesson.
This concept seems to give difficulties and this will be shown in future class work. Take advantage of every subsequent opportunity to reinforce its understanding.	Students should be able to make the necessary changes in the corresponding clause when either verb is changed in tense.
Reference is made in this unit to French money. This would be a good time to talk about id and to show some samples.	

Concept To Be Taught	References
UNIT TEN (Continued)	
(f) Reading comprehension	
Writing practice	

Special Comments	Evaluation
One part of each lesson is devoted to verbs, either review, or new forms. Parler et Lire has an excellent summary of irregular verbs starting on page 372. This can be referred to from time to time by the teacher in planning review or testing exercises.	This final story of each unit can be used alternately for a test of comprehension and for writing practice. Students should be able to answer questions on this material with the questions either given orally or duplicated in advance. Try not to establish any set pattern for testing and evaluation since the students try to prepare for the evaluation and not to study other parts of the lesson which may not be covered.

Concept To Be Taught	References
UNIT ELEVEN	
(a) Introduction of the subjunctive verbs chanter obeir vendre	Mauger II, p. 16 and following Dale and Dale, Level II, pp.66-9 Parler et Lire, p. 347-348
(b) Interrogative pronouns (invariable) (review and continuation)	Francais Vicant I, pp. 161-162 Mauger II, p. 56 French Review Exercises, pp. 80-81
(c) Henry IV	
(d) Reading comprehension Writing practice	

Special Comments	Evaluation
It is helpful to a class to prepare a series of short sentences, such as "Marie veut manger" and restate them adding, "Je veux .....que Marie mange."	I is well to make an immediate evaluation of the material as soon as it has been covered. Introduce a variety of verbs some of which will not require the subjunctive so that the student must learn to discriminate.
The French Review exercise book has many sentences which can be adapted for practice, some of them are on material which has not yet been presented.	Some formal evaluation is needed immediately to test their understanding of this material. They can be asked to form questions from an answer given to them.
Try to cover this material in class through conversation. In the event they do not appear to be well prepared, have them each prepare from three to five questions to ask of the class.	Use previous techniques.
	Use previous techniques when they can be applied. A dictee should be given at frequent intervals with the material taken either from the first or the last articles in the unit. At times it may be sufficient to use only a spelling test of the more difficult words encountered.

Concept To Be Taught	References
UNIT TWELVE	
(a) Present subjunctive of *avoir* *etre*	Mauger II, p. 20 Dale and Dale II, p. 67
(b) Subjunctive after impersonal expressions	Dale and Dale II, p. 67-68
(c) Interrogative adjectives	Mauger I, p. 140
(d) Interrogative pronouns	Mauger I, pp. 140 and 142 Mauger, pp. 56 and 59 *Parler et Lire*, pp. 397-398
(e) Victor Hugo	L'Heritage Francais, pp. 156-165
(f) Reading comprehension Writing practice	

Special Comments	Evaluation
These verbs should be carefully learned since they are also auxiliary verbs.	Since this is the last lesson in a series of three, it will be well to evaluate the use of the subjunctive which has been given thus far. Students should be taught to discriminate between sentences in which the subjunctive is required and those which do not require it. This is as important as learning the verb forms.
The French Review Exercise book has a good supply of practice sentences on pp. 80-81. Most of these can be adapted for practice or evaluation.	
This continues into the next lesson.	
	These last questions can be used to evaluate the students' writing. The students should be able to write longer than usual answers to selected questions without the use of the books. They should be restricted to the vocabulary and constructions used in the text.

Concept To Be Taught	References
UNIT THIRTEEN	
(a) Agreement of past participles with *avoir*	Mauger II, p. 90
(b) Expressions with *avoir*	French Review Exercises, pp.42-3
(c) Relative pronouns	Francais Vivant I, p. 182
(Review and continuation)	French Review Exercises pp. 40-41
	Dale and Dale, Level II, pp. 125-128
(d) Victor Hugo	L'Heritage Francais, pp.156-165
(e) Reading comprehension	

Special Comments	Evaluation
Students tend to be careless with the agreement even after the idea is clear. This will require attention for quite some time to come.	This concept takes a lot of work and can best be evaluated over a period of time. Students should be able to make the required agreement with reasonable accuracy.
Most of the sentences in the review book are suitable for additional practice or evaluation.	
This lesson and reference takes in *ce qui* and *ce que*, which usually give some difficulty.	A brief testing is suggested now to evaluate the extent of their understanding of how to refer to people and to things, as well as to definite and indefinite items.
The first reading in this unit contains some good material on the celebration of New Year's Eve in Paris. There are other references to culture which should be pointed out, such as the expressions on p. 191.	
The *exercise de redaction* appears to be a good opportunity to try some directed composition. Restrict the students to the vocabulary and grammar construction already covered.	The written work should be evaluated for the ideas expressed rather than the method of carrying them out.

	Concept To Be Taught	References
	UNIT FOURTEEN	
(a)	Present subjunctive of aller	Mauger II, p. 26
(b)	Subjunctive with verbs and adjectives of emotion	Mauger II, p. 18 Dale and Dale Level II, p.221
(e)	Demonstrative pronouns	Mauger I, p. 134 French Review Exercises, pp. 78-89 Parler et Lire, pp.402-404
(d)	Compound relative pronouns and dent	Mauger II, pp. 48, 50 French Review Exercises, pp. 79-80
(e)	Louis Pasteur	Initiation a la Culture Francaise pp. 216-217 L'Heritage Francais, pp. 165-17
(f)	Reading comprehension and other reading skills	

Special Comments	Evaluation
Most texts do not mention the use of the subjunctive with adjectives of emotion. This is a good point to stress.	Students should be able to differentiate between verbs and adjectives which require the subjunctive and those which do not.
These pronouns will require quite a lot of work since their meanings are not always clear to the students.	Students should have the ability to select the proper pronoun and to make the appropriate changes for gender and number, if required.
The Review Exercises have proved to be very helpful.	
As above	As above
Many students are interested in Pasteur as a result of their science classes.	Evaluation and testing in the next lesson.
These lessons contain quite a lot of material for the development of conversation in class. Students should be encouraged to prepare questions in advance on this material as a basis for this.	Materials for dictees should be taken from either the first or last articles of each lesson and given to the class without advance warning. Words which appear to give difficulty can be given separately as a spelling test.

	Concept To Be Taught	References
	UNIT FIFTEEN	
(a)	Agreement of past participles used with reflexive verbs	Mauger II, pp. 74-76
(b)	Possessive pronouns	Mauger I, p. 102
(c)	Paul Gaugin	Initiation a la Culture Francaise pp. 204-205
(d)	Reading comprehension Writing practice	

Special Comments	Evaluation
Try the rewriting of sentences to make the participles agree and vice versa.	This concept usually gives trouble. The explanation in the text seems adequate however.
As above	Since this is the last of a series of three units, a test should be given for these. This might consist of a dictee of material which has given any sort of difficulty, a section on the recent grammar, and a final part of true-false or multiple choice on the culture presented. Try to work in some of the material which has been covered orally in class as well as parts of the laboratory work.
	The article "Les Pays du Nord" on page 227 of the text gives quite a bit of vocabulary which can be used for a directed writing exercise such as those given on page 229 of the text. Restrict the students to vocabulary and grammatical constructions already covered in the course.

Concept To Be Taught	References
UNIT SIXTEEN	
(a) Present subjunctive of faire and savoir	
(b) Subjunctive with verbs of doubt	Mauger II, p. 18 Dale and Dale Level II pp. 236-237
(c) Use of the infinitive when the subjects are the same	
(d) Present participle and the gerundive	Mauger II, p. 114
(e) Past infinitive	Same as above
(f) Claude Monet	
(g) Reading comprehension Writing practice	

Special Comments	Evaluation
Review the present indicative of these verbs before starting the new subjunctive forms.	
Write outsentences which take the indicative, then change them to the subjunctive, and vice versa.	The student should get the feeling that the subjunctive is a method of expressing uncertainity, whether you are writing or reading.
Stress the use of the preposition en with the participle	
Some students with a background or interest in art may wish to add new material to the discussion.	
	The last part of the unit is a story which should appeal to most students. It can be used as a written exercise in comprehension with the teacher reading it aloud, followed by an "open book" quiz on the true or false and the questions which follow in the text.

	Concept To Be Taught	References
	UNIT SEVENTEEN	
(a)	Present subjunctive of *pouvoir* and *vouloir*	Mauger II, p. 26 plus previous references to the subjunctive
(b)	Subjunctive after certain conjuctions	Dale and Dale Level II, p. 287
(c)	Use of the infinitive as subject	
(d)	Use of the infinitive with verbs of perception	
(e)	Infinitives preceded by *a*	Mauger II, p. 62 Dale and Dale Level II, pp.423 and 424
(f)	Jules Verne	

Special Comments	Evaluation
It is well to review the present indicative of these verbs before proceeding to the subjunctive. A few moments of oral drill or review given frequnetly is effective.	This is about a mod-point in the presentation by the text of the subjunctive. It will be well to try to single out those having difficulty to give them extra help.
This lesson part can be connected up with the next two lessons where the use of de and of ne preposition is covered.	Students cannot be expected to know many of these verbs yet but should be made aware of the point of grammar involved as a whole.
This author is becoming increasingly interesting as we continue to advance in scientific exploration.	

Concept To Be Taught	References
UNIT EIGHTEEN	
(a) Contrast of the subjunctive and indicative with expressions of doubt and of fact	Previous subjunctive references
(b) The infinitive preceeded by *de*	Mauger II, p. 62 Dale and Dale Level II, pp. 423 424
(c) Use of *faire* and the infinitive	Dale and Dale Level II, p. 128
(d) The infinitive preceded by certain adjectives	
(e) LaFayette	
(f) Reading comprehension	

Special Comments	Evaluation
Continue to change sentences back and forth from the subjunctive to the indicative and vice versa. This can be done orally with occasional written work.	An effort can be made at this point to test mostly on grammar. (The reading comprehension and culture carry over into the next unit.) It would be well this time to include a larger part of the material covered previously than has been done. In this way the extent of review at the end of the year can be gauged.
As discussed previously	
The explanation in the text seems quite adequate	
This is continued in the next unit.	Testing should include the reqding in the next unit. The culture can be tested separately or the next reading taken at the same time as the one in Unit Eighteen.
As above	As above

Concept To Be Taught	References
UNIT NINETEEN	
(a) The pluperfect	Mauger I, p. 160
(b) Recent Past	Mauger I, p. 62
(c) Infinitives without prepositions	Mauger II, p. 62
(d) The infinitive with pour	
(e) La Fayette	
(f) Reading comprehension	

Special Comments	Evaluation
Relate to the futur proche in Unit Ten. Convert sentences back and forth from the futur proche to the recent past.	
Relate to Units 17 and 18	
Discuss with the preceding unit of La Fayette	A separate test can be given on culture and on reading comprehension to include related material covered in Unit 18. This should provide some more variety. A dictee can be included.
Discuss with the preceding unit on the same material.	

Concept To Be Taught	References
UNIT TWENTY	
(a) Change of meaning with *avoir* instead of *etre*.	Mauger I, p. 223
(b) Negative constructions	Dale and Dale Level II, p.259
(c) *a* and *en* with geographical names	*Parler et Lire*, p. 418
(d) L'Heritage de la Renaissance	L'Heritage Francais, pp.62-76
(e) Reading comprehension	

Special Comments	Evaluation
Change the meaning of the verbs given in this lesson by making changes in sentences.	Students should be able to recognize the difference in meaning with a minimum of difficulty.
The text does a good job on this concept which is usually passed over lightly by most texts. Stress the ne..que which is so important.	
This is rather a large subject to be covered here.	
Page 305 of the text has rather a good vocabulary test. This would be more effective if taken a couple of weeks early.	Vocabulary tests of this type can be prepared at intervals perhaps using a lesser known but equally important meaning for the words. This should aid in evaluation of student reading comprehension. The test can be set up to select the correct answer from a list of words or definitions and write the corresponding letter in the blank.

Concept To Be Taught	References
UNIT TWENTY-ONE	
(a) The past conditional	Francais Vivant II, p. 141 French Review Exercises, pp. 76-77
(b) Contrary to fact conditions	As above
(c) Prepositions avant and devant	No references available
(d) Marie Curie	Initiation a la Culture Francaise, pp. 215-217
(e) Reading	

Special Comments	Evaluation
Review conditions in the present before starting the past conditional.	This can be another break to test the last three units and to evaluate student progress.
These conditions are quite difficult for the students to remember.	Try to use the same type question which will be used on the final exam at the end of the year so that students will become accustomed to the form. It is well to give an example of each type question. Otherwise the student may not know what is required.
This should provoke some discussion among the students who have a particular interest in the sciences.	

Concept To Be Taught	References
UNIT TWENTY-TWO	
(a) Verbs *falloir* and *devoir*	
(b) L'Heritage du Grand Siecle	L'Heritage francais, p. 76 Initiation a la Culture francaise, pp. 107-117
(c) Reading comprehension	
(1) Prose	
(2) Poetry	

Special Comments	Evaluation
The text gives a good summary of these two important verbs.	In order to be certain that students understand the text they can be given some "real life" situations to select the proper verb.
This discussion may be rather involved for most of the classes. It looks as if only the more advanced sections may be able to cover this part of the text.	
This appears to be one of the more difficult exercises.	
Some effort should be made to cover some of the poems presented in the text. This must necessarily be modified according to the individual teacher's interest and knowledge of French poetry.	
	In the "Exercise de redaction" there is an exercise to be written on a recent film. This can be used should the entire class see such a film.

Concept To Be Taught	References
UNIT TWENTY-THREE	
(a) Le Gouvernment	
(b) Use of *faire* in weather expressions	Mauger I, p. 42 Dale and Dale Level I, p.153
(c) *Pendant*, *depuis*, *dans*, and *en*	Dale and Dale Level I (depuis)
(d) L'Heritage Romantique du Dix-neuvieme siecle	L'Heritage francais, p. 143
(e) Reading comprehension	

Special Comments	Evaluation
This initial reading for conversation should lend itself to a good discussion of our own federal, state and local governments.	
This seems rather late to introduce this concept. Probably the teacher will have been suing the verb in this connection conversationally for some time.	In any event the students should be well aware of this special use of the verb faire.
This can also only serve as an introduction to this important era.	
This contains an exercise on the use of the vocabulary in sentences. This type of exercise seems effective for vocabulary building and testing.	

Concept To Be Taught UNIT TWENTY-FOUR	References
(a) Use of *quitter*, *laisser* and *partir*	Dale and Dale Level II, p. 136
(b) Conjunctions *quand*, *lorsque*, *aussitot que*, and *des que*.	Dale and Dale Level II, p. 28
(c) Reading comprehension	

Special Comments Evaluation

If enough time remains in the school year, the classes an be tested on these last three units before a final examination is held. At the time of this writing no teacher guide or suggested examination is available, nor are the tapes which accompany the text. We are hopeful that some tests will be available from the publisher which can be used to evaluate student progress. If these become available it will be absolutely necessary that they not be given to the students to keep, but merely returned after testing for them to see their mistakes and then be picked up again. This method has worked out very well in the Spanish program where such tests are available. The tests should be revised from time to time as the occasion seems to demand.

In addition to the usual reading for comprehension at the end of each lesson, this chapter continues with a 30-page mystery story. This latter need not be covered in sequence but can be given to the classes at the discretion of the teacher.

The students should try to develop comprehension of such material without the use of the dictionary, if at all possible. They should be watched closely that they do not write English vocabulary words in the book since this holds back their vocabulary development and overall comprehension.

APPENDIX A

Testing the Four Skills

Testing the Four Skills

Following are some suggestions for helping test the four skills. Item types have been gathered from tests that have already been published or that are soon to be published. Teachers should be able to adapt at least some of these to their own classroom tests.

Listening Comprehension

1. True-False Statements. The speaker or tape presents a number of statements, each statement being presented twice. The student indicates in some prearranged manner whether the statement is true or false.
2. Action-Response or Body Motion. The student carries out the commands given by the speaker.
3. Multiple Choice. Type "a" below involves some ability to read; in types "b" through "c' the multiple choice answers may be presented orally or may be written on the student's test.
    a. Sound Discrimination. The student's test contains a set of four statements with slightly different meanings but with similarities in sound. The speaker or tape repeats one of the four statements twice. The student checks the statement read.

Speaker: I hate cake. (Twice)

Choices: A. I bake cake.
B. I hate cake.
C. I ate at eight.
D. I ate cake.

b. Recognition of Correct Answer to Question Presented Orally.

The speaker or tape asks a question. The student indicates which one of the four responses is the correct one.

Speaker: What do you answer when you are asked "How are you"?

Choices: A. You're welcome.

B. Nine o'clock.

C. Fine, thanks.

D. At home.

c. Recognition of Correct Completion of Incomplete Statement

The speaker or tape presents an incomplete sentence. The student chooses the word or phrase which best completes it.

Speaker: I eat because __________________(Twice)

Choices: A. I am tired.

B. I am hungry.

C. I am doing my homework.

D. I like television.

d. Recognition of Multiple Choice Answers Based on Passage Presented Orally. The speaker or tape presents a conversation or passage twice. Each question is presented orally twice. The student selects the proper answer for each question from the four choices given.

Speaker: Mrs. Jones stepped in front of her apartment door. She was discouraged. She had lost her keys. Her husband was in the hospital, very ill. Her daughter, whom she had met on the street, had told her that she had flunked her history exam.

1. Where was Mrs. Jones?

   A. On the street

   B. In the hospital

   C. In front of her apartment door

   D. In school

Speaking Ability. A test for speaking ability should be short so that if it is recorded, it will be possible for the teacher to listen to all the answers and score them, and if the test is given to one student at a time, it will be possible for the teacher to get to each student. The latter procedure may make it necessary to make a different test for each student or seeing each student privately and in such a manner that there will be no communication between a student who has finished and those waiting to be tested. Scoring might be based on how soon the student responds, how good his pronunciation and intonation are, and how accurate his answer is. Most of the item types listed below involve listening comprehension as well.

1. Mimic or Echo The student repeats what he hears.
2. Oral Reading. The student reads a passage aloud.
3. Questions. The student may be asked to answer questions himself or about other topics. He may be asked to answer some questions in the affirmative and some in the negative.
4. Directed Dailog. The student is told to ask someone a question, or he may be told to relay a message to another person.
5. Respond to Picture. The student is instructed to respond orally to a picture.

Reading Ability. The following question types have been used for many years to test reading ability.

1. True-False questions.
2. Questions on content.
3. Summaries.
4. Matching of items.
5. Completion.
6. Multiple choice.

Writing Ability. Writing ability should be tested at the subsentence, sentence, and paragraph levels.

1. Subsentence Level. Sentences are used in which one element, usually a word, is deleted and has to be supplied by the student. Words deleted should be non-content words such as prepositions, pronouns, conjunctions, negatives, auxiliary verbs, basic idioms, articles. Each item should have only one possible answer.
    1. He wrote not one sentence,________two.
    2. She_____gone to the movies every night this week.
    3. I picked up_____very book he was looking for.
2. Sentence Level. The following item types are among those that can be used to test writing ability at the sentence level.
    a. Dehydrated or Fill-out. A sentence is "dehydrated" (words deleted), and the student must restore it to its original dimension. Words should be used in the order given, and some indication should be given as to the approximate length desired for the completed sentence:

"Construct an acceptable sentence of between ten and fifteen words, using the words in the order given."

(1) go concert if buy ticket

(I will go to the concert if I can buy a ticket.)

b. Rewrite. The student is instructed to change a sentence by changing the tense, or subject or number or to make any other change desired.

c. Rejoinder. A rejoinder is written in response to an utterance.

(1) You're late again. (It wasn't my fault this time.)

(2) Finish your homework. (I'm too tired.)

3. Paragraph Level.

a. Paragraph Writing. The student is instructed to write a paragraph based on the elements given.

Using the items listed below, write a paragraph of about fifty words.

Winter vacation
John and Joe
New skis
Broken arm
Skis intact

b. Rewriting. The student is asked to rewrite a given paragraph changing the time, changing the point of view, etc.

c. Combining Sentences. The student is asked to combine isolated sentences into a paragraph. The sentences will be structured to produce the desired type of response.

d. Fill-ins. A paragraph is presented containing blanks in place of certain words that have been deleted. An acceptable paragraph is to be reconstructed by filling in the blanks.